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NEW YORK, JANUARY, 1897.

VOLUME 21. NUMBER 1.

BY ALEXANDER MALCOLM OF THE JOURNAL ART STAFF.

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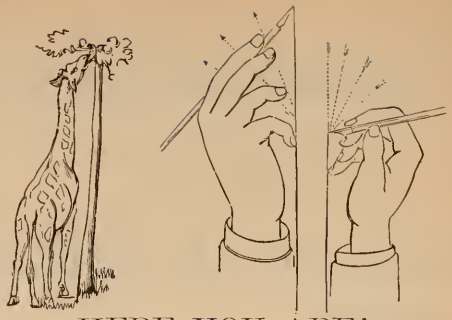

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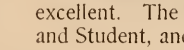

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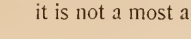

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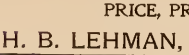

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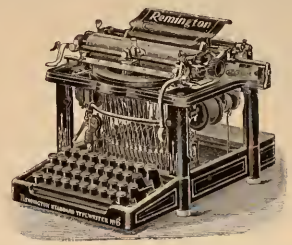

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"975 THIRD STREET,
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"Sept. 24, 1896.

"MR. JOHN A. FORBES:

"DEAR SIR:—In reply to yours of September 19th, asking for my opinion of the Sheldon System of Vertical Writing, I will say that I prefer it to any other system that I have seen, and I think I have seen all, or nearly all, that have been published. Probably this preference comes from the fact that I have received much more assistance myself from that system than from any other.

"When the School Board of Salt Lake City decided to adopt the vertical system of Penmanship, no one among the teachers knew anything about writing or teaching. I was teaching in a grade at that time and began to look into the subject for my own benefit. I did not succeed in finding much information or assistance until your books came.

"You may be able to judge to what extent they helped me when I say that before school opened in September, 1895, the School Board asked me to give a series of lessons to the teachers outside of school hours, and before the end of the third week I was appointed Supervisor of Penmanship work in the schools.

"To be sure, my previous experience in penmanship was of much use to me, but my ideas concerning vertical writing were exceedingly vague until I used your books.

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"We used Sheldon's No. 9 in our Seventh and Eighth Grades last year, and this year will use Nos. 9 and 10. Pupils and teachers were very much pleased with the style of writing, as well as with the subject matter and general arrangement.

"I very strongly urge the adoption of the Sheldon System wherever Vertical Penmanship is to be introduced.

"I trust that my experience will be of some assistance to others.

"Respectfully yours,
(Signed) "MAY V. CAVANAUGH,
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Penman's Art Journal.
A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-In-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, JANUARY, 1897.

Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

To the Learner.

No. 1.—The time has arrived when good penmanship is more of a necessity than an accomplishment. But a few years ago many believed good writers were born, not made. Wherever penmanship has been properly taught the results obtained have been very gratifying, and we feel justified in saying that any one who is not encumbered with some physical or mental deformity can learn to write rapidly and legibly. To say that every one can become an artistic penman would be making a broad statement, but it is no longer doubted that almost any one can learn to write a good business style of penmanship.

In order to accomplish this much time and hard work are necessary for those who have acquired incorrect habits and who have wrong notions of the meaning of good business writing. It will be the aim of the author of this series of lessons to present the subject in such a way that the home learner may acquire, during his spare time, a rapid and legible style of business penmanship in a comparatively short time.

The copies given from month to month will not be accurate script forms, but a plain, common-sense style of muscular movement writing will be used as copies.

ILLUSTRATION No. 1.

To those who desire to follow this series of lessons during the year we would suggest that you write the following and send to us as soon as possible, before practicing on the January lesson.

Your Place, State, Date.

E. C. Mills, Rochester, N. Y.

Dear Sir: I desire to practice from your lessons in business writing, given in The Penman's Art Journal, during the coming year. This letter is a specimen of my best business penmanship at the present time.

Yours truly,

Your Name.

There will be certificates awarded to the three who make most improvement by practicing from these lessons. Those who wish to enter this contest should send their first specimen, a copy of this letter, addressed as above, care Williams & Rogers, before February 15.

Criticism Column.

No. 2.—We trust you will feel it your duty to send several of your best specimens each month to be reviewed in this column. We believe it will be to your interest to attend to this regularly every month. Remember no charge is made for the criticisms, and we especially desire to hear from many who have never sent their work for this purpose. We hope those who have been sending their work will continue to do so in the future. Any suggestions which you may offer whereby we may improve the lessons will be thankfully received. All work for criticism must reach us not later than the 20th of the month, previous to publication.

ILLUSTRATION No. 2.

What Materials to Use.

No. 3.—Your progress in penmanship will largely depend upon the materials used. Procure foolscap with a good finish and weight not less than 12 pounds to the ream. Do not try to economize by using poor materials. Ink should be used which flows freely and is black, or nearly so, when first used. Secure a pen that will make a coarse line, similar to the strength of line in the copies. Esterbrook's Falcon Pen, No. 048, is one of the best we have tried, and one that is used very extensively among business men. Do not use an oblique holder for business writing.

Pen Holding.

No. 4.—The position of the hand and pen in learning to write is of great importance. Study the position illustrated in cut 3. We do not expect all to assume this position, as no two people hold their pens exactly in the same way. The size and shape of the hand have much to do in regard to this point. It is a pretty safe rule to say that the holder should not be held sufficiently perpendicular to cross the second joint of the first finger, and should not fall much lower than that given in the illustration. The holder should cross the second finger at the root of the nail, or even just a trifle higher. The hand should be turned well toward the left, with the third and fourth finger bent under the hand, resting on their nails. The wrist should not touch the paper.

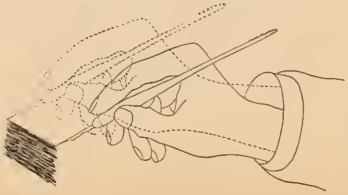


ILLUSTRATION No. 3.

Position of the Body.

No. 5.—The position of the body, as well as the hand and pen, is of utmost importance and requires the careful attention of every one who has a desire to improve his writing. Many have learned to write an excellent hand while sitting in a poor position, but they certainly could have accomplished much more and with greater ease during the same time had they learned to sit in a better position. A good position cannot be overestimated, and when once acquired is much more healthful and conducive to a free action of the muscles of the arm than an incorrect position. Then let us all pay particular attention to the matter of position, especially at the beginning of this series of lessons. Eye yourself closely, as it is not an easy task to rid oneself of habits that have been forming for years, whether they are good or bad. The position advised is one that will admit of the unrestricted use of the right arm and is based upon hygienic principles.

Take a position at the table nearly square in front, with both arms resting on table, the left with the elbow on the table from two to four inches, the right with the elbow projecting over the edge about two inches. The right arm should rest lightly on the table and be free to move in any direction, while the body is supported on the left arm. The sides of the paper should be placed parallel to the right forearm. In practicing an exercise to extend across the entire page the forearm should cross the paper, lengthwise, about the middle of the page. The paper should be held with the left hand above line of writing. Do not lean too far forward or bend over your work, as such a position is injurious to health, but if your eyes are not defective keep them from twelve to fourteen inches from the paper. Sit rather close to the table, but do not lean against it. Keep the feet flat on the floor and see that they do not become entangled with the legs of the table or the rounds of the chair. After reading the above instructions several times, compare with illustrations 1 and 2, then take this position yourself and be ready for work.

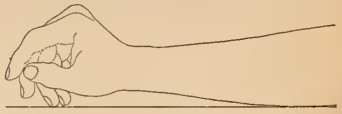
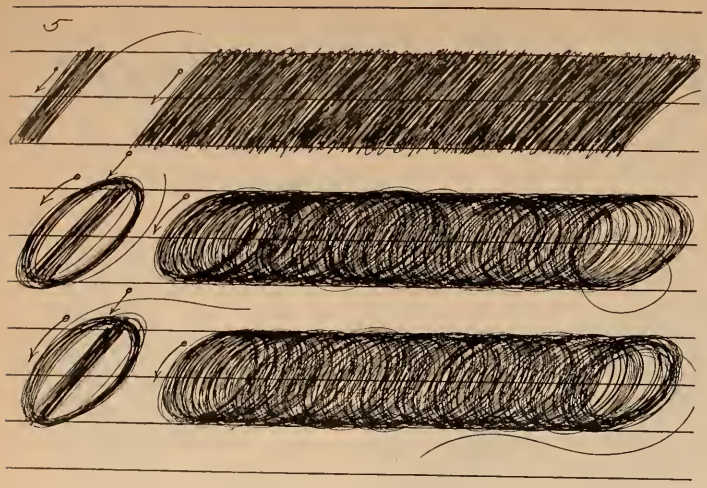


ILLUSTRATION No. 4.

Movement.

No. 6.—Muscular movement is the foundation for all good, practical writing. Whatever may be said about slant or vertical writing, the system of penmanship that is not based upon a free arm movement for its execution will be a failure if rapid business writing is desired. While a certain amount of form teaching is commendable, still it is the arm training that will be of service to the young man or woman in acquiring a rapid style of penmanship.

It is supposed that every one of The Journal readers has a knowledge of the formation of all the capitals and small letters, although many write with a slow, laborious finger movement. It will be our aim to change the *habit* of writing these letters from the slow, labored style to one of ease and rapidity, with a few changes in the form of some



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON IN RAPID BUSINESS WRITING.

letters. First allow the student to obtain a command of the pen, a control over the muscles of the arm, and he will naturally take enough interest in writing to improve in form also.

How to Begin.

No. 7.—Bare the arm and place the hand flat on the table, with palm down. Notice the position of the wrist, and also the bunch of muscles the arm is resting upon just forward of the elbow. Now raise the hand about one inch from the table, without changing the position of hand, then move forward and backward rapidly (this is the motion that will produce the first exercise on plate 5) then change to a circular motion. Next close the hand and move in the same manner, being careful to touch the table with nothing but the fleshy part of the forearm. You may now take the position of the hand and arm given in illustration 4 without the use of pen. By holding the hand in the correct position before taking the pen an easy movement of the arm may be secured, as well as the foundation for proper penholding. Rest the hand on the nails of the two last fingers, and make the same motions as described above. Practice rapidly, making not less than 200 pulls toward the body per minute. Next practice sliding the hand from left to right and from right to left across the entire page, being sure to maintain the same position throughout. The arm rest near the elbow should remain in the same place; the arm at the elbow should act as a sort of a hinge. Remember, all of this preliminary practice should be done without pen and ink. This kind of calisthenic practice should be taken until the arm will move readily in any direction. It is better if you take up but one thing at a time, and learn to do that in the very best way possible; hence we desire to have you learn to move your arm before using the pen. Do not be in any hurry to take up more advanced work, as your progress will not be satisfactory unless the fundamental exercises have been thoroughly mastered.

How to Proceed.

No. 8.—When you have the power to move the arm in any direction, as outlined in the above instructions, you may use the pen. Penholding will not seem very difficult if you have practiced in the manner suggested, and with the hand held in the same position as illustrated in cut 4. Do not use ink at first, but practice with a dry pen. Make the oblique exercise as given in plate 5. This is one of the most essential motions used in writing, and a great deal of time should be spent in practicing it. Any one who can make the oblique exercise with a free movement will not experience much difficulty in making the ovals. The exercise is made by keeping the sleeve stationary on the table, and forcing the arm to move in and out of the sleeve, using no finger action whatever. Arm down. Study cut 3, as the dotted lines show the vibration of the arm. Make this exercise fill two large spaces—we call the distance between the two blue lines one large space. Make the oblique exercise just twice that size. Your aim now should be to move the arm rapidly; start with about 100 downward pulls to the minute, and increase to 250. After the movement has become established, then you may use ink, but if you find the movement degenerating commence at the beginning and repeat the same practice as before. Next run the exercise across the page, and try to make it black. This should not be done by pressing heavily on the pen, but by making a series of light lines before moving toward the right.* The compact exercises will furnish you the kind of material needed for copies for some time. Do your work in a thorough way and move your arm rapidly. Try to increase speed.

Fill one page of foolscap with the exercise to start with, and if you are not satisfied with the results, write another. You should not be easily satisfied.

The second exercise in plate 5 is the direct oval. Begin by making the oblique exercise as before, and then swing to the left and form the oval. This will produced the up and down and rolling motions of the arm. You may fix up a page of the compact oval exercise as nicely as you can. Make it two spaces high. It takes from three to four minutes to make one line of this properly across the page, so do not become discouraged if you do not fill the page in a short time. Your paper will last a long time at this rate.

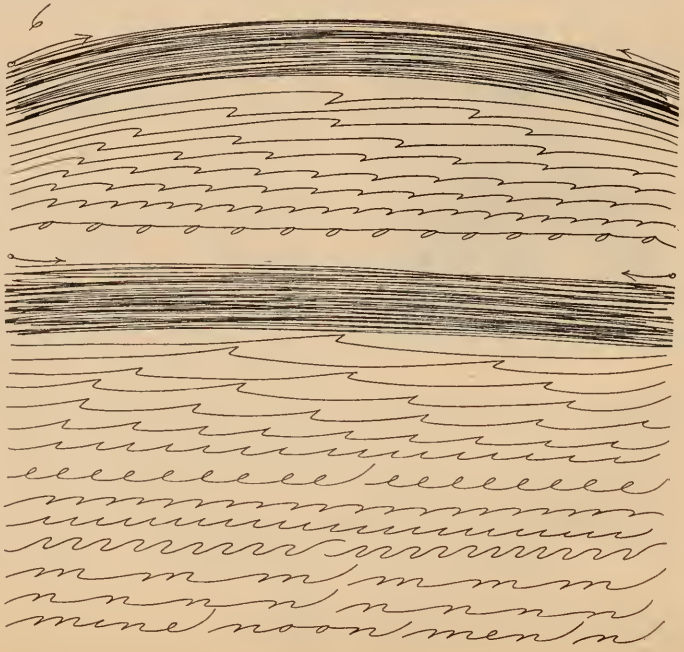
The last exercise in plate 5 is the reversed oval, and is made same as the above, with the exception of changing the direction of the movement. Study the arrows given in the copy.

The Lateral Exercises.

No. 9.—The ability to write a long word without lifting the pen is an accomplishment that will promote rapid writing. To accomplish this the lateral exercises and wide spacing between letters and words should receive a good share of your time for several months.

Practice on the first lateral exercise given on plate 6. Place the arm about in the center of the page, lengthwise, and make the exercise extend across the entire page. Do not allow the hand to turn toward the right, but keep it in the same position as illustrated in cut 3. Force the hand to slide on the last two finger nails. Make a slight pause at the end of each line, and use a steady, swinging motion of the arm. Keep the fleshy part of the forearm *down* on the table and in about the same place. The tendency at first will be to use the wrist movement; be careful to avoid this, and see that the larger muscles are used.

* Gillott No. 604 or Ames' Best Pen may be used in making the compact exercises.



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON IN RAPID BUSINESS WRITING

How to Develop Small "m" Exercise.

No. 10.—After drilling carefully in the above work try the next line. Here we have a swing, a short pull at the center of page, then finish with another swing. Fill a page of this copy. Then notice the next line.

Repeat as above, and write at least eight pages, each page containing a step toward the desired spacing. You may now turn the page lengthwise and make a small o on every blue line, filling the page. There are about 30 lines on a page of foolscap. Then go half way across the page, making 15 *a*'s without lifting the pen. You should write at least 40 lines of o's across the page.

The Small "u" Exercise.

No. 11.—Next place the arm in the same position as described above, and make the straight lines across the page. Observe the correct position of the hand, and make the exercise quite black. Notice copy. You may now follow the steps for developing the small *u* exercise. Make at least seven steps, a page of work for each step. Write at least a page of each of the following letters and exercises on plate 6.

THE BUSINESS MANAGER'S CORNER.

Beginning with this issue of THE JOURNAL a new system of arranging names and addresses of the subscribers has been inaugurated in THE JOURNAL office, and while the greatest care has been taken to prevent any errors creeping into the list while in the transition period, no doubt some will occur, and we will thank our subscribers to notify us of any errors or omissions at the earliest possible moment. Examine the name and address on the wrapper of this issue, and if it is in the slighest incorrect kindly inform us and the error will be remedied.

The new system of handling subscriptions is known as the Card Index System, each subscriber's name being on a card, the cards being arranged by States, and the cities and town alphabetically. Hereafter when changes of address are requested it will be necessary to give the old as well as the new address, otherwise the name cannot be found in the list.

While we are on this subject of change of address, we will mention once more that subscribers are entitled to as many changes of address as necessary, but a month's notice should be given us, otherwise arrangements should be made to have the paper forwarded from the post office of the old address. If this is not done, we can't be expected to duplicate missing papers free. Many subscribers complain of the non-receipt of papers as follows: "I haven't had a copy of THE JOURNAL for several months past. Why is this? There must be something wrong in THE JOURNAL office. Please send missing numbers at once. John Smith. P.S.—I moved from Boonesville to Jonesville six months ago. Please see that my address is changed." Of course, THE JOURNAL has been going to Boonesville right along, yet John Smith wants us to duplicate the papers free, which cannot be done.

In 99 cases out of 100 where complaints are made that THE JOURNAL is not received regularly we find the mistake to have been made elsewhere than in THE JOURNAL office. Sometimes no street number or post-office box is given, sometimes the wrong number is given, and other times the names are so poorly written that they cannot be deciphered intelligibly, and in a large number of cases we find no excuse whatever for the non-delivery of the paper, as the records are straight, name entered properly and everything indicates that the wrapper was addressed and the paper mailed.

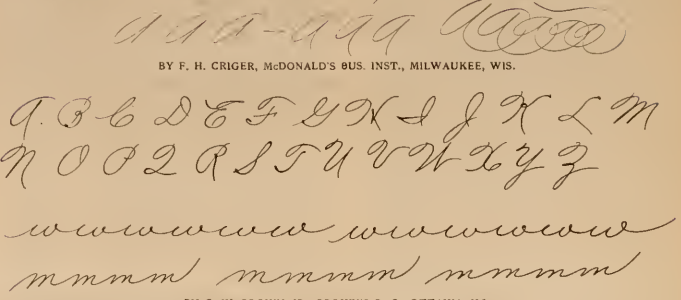
If our friends will inform us of the non-receipt of papers, giving the correct address, we are always glad to look the matter up and see that the missing papers are sent. Sometimes, however, we get this notice three to six months after the supply of the particular month wanted has been exhausted; hence we are unable to send it. If you don't get the paper you ask for, you will understand that we don't have it in stock. The subscription price is so low and the margin is so small that we can't enter into a correspondence about such matters.

This number of THE JOURNAL will reach subscribers about the time the students are nicely settled in their work after the holidays, and once more we desire to call the attention of the school proprietors and teachers to the very low club rates for THE JOURNAL, and to the many advantages accruing to the school, student and teachers through inducing students to subscribe for it. Clubs have been coming in at a lively rate lately, but we are always prepared to handle more. Sample copies of THE JOURNAL will be sent to all who can use them to good advantage in working up clubs.

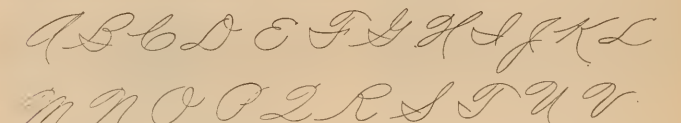
If each teacher could secure a list of ten only and each subscriber could induce a friend to subscribe, THE JOURNAL subscription list would be given a boom that would help it materially in its fight for better writing. We hope our friends in school and out of school will give the matter a little thought and attention during the next few weeks, and we trust the result will be largely increased clubs during the balance of the season.

Business Writing Teachers' Open Court.

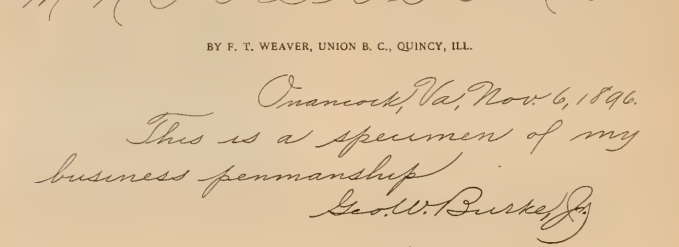
BY F. H. CRIGER, McDONALD'S BUS. INST., MILWAUKEE, WIS.



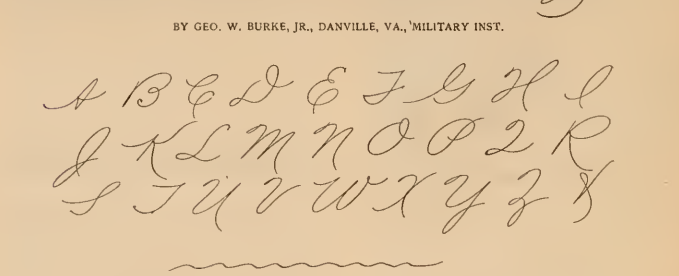
BY G. W. BROWN, JR., BROWN'S B. C., OTTAWA, ILL.



BY F. T. WEAVER, UNION B. C., QUINCY, ILL.



BY GEO. W. BURKE, JR., DANVILLE, VA., MILITARY INST.



BY E. M. BARLER, WEST TEXAS NOR. AND BUS. COLL., CHEROKEE, TEX.

Penmanship and Drawing For Public and Graded Schools.

What Will You Read in 1897?

Teachers and students who are making up their magazine and periodical reading lists for 1897 would do well to consider THE JOURNAL'S combination clubbing offers. By subscribing through THE JOURNAL you can get two periodicals for about the price of one.

Combination Clubbing Rates.

The Regular Edition of THE PENMAN'S ART JOURNAL and *The Teachers' World* (price $1) for 90¢.

The Regular Edition of THE PENMAN'S ART JOURNAL, and your choice of the following journals, will be mailed, one year, for $1.10: *Popular Educator, Teachers' Institute, American Teacher, McClure's Magazine, Munsey's, Cosmopolitan;* any journal whose subscription price is not more than $1 will be included in above list—one year's subscription for both, JOURNAL and your choice from list, for $1.25.

Method Edition of *Art Education* (price, 75 cents) and Regular Edition of THE JOURNAL, 90 cents Complete Edition of *Art Education* (price, $1.50) and the Regular Edition of THE JOURNAL, $1.50. In combination with a periodical selling for not less than $2.50, THE JOURNAL will be included without extra charge.

These rates will allow teachers to get two periodicals at practically the cost of one. The journals will be sent to two different addresses if requested. These offers apply to new subscriptions or to renewals. State in which class you come, when you send in your subscription.

If you want to see sample copies of any of these publications (other than PENMAN'S ART JOURNAL), send to the publishers and not to us.

Question and Answer Column for Public School Department.

CONDUCTED BY C. H. PEIRCE, SUPERVISOR OF WRITING, EVANSVILLE, IND.

So many questions are constantly arising in the minds of supervisors, special teachers and grade teachers about methods of teaching writing that THE JOURNAL has decided to open a department for the answering of these questions. Mr. C. H. Peirce, Supervisor of Writing in the public schools of Evansville, Ind., has been engaged to take charge of this department. For twenty-five years Mr. Peirce has made a study of public school methods for teaching writing. He has had experience in all grades, county institutes, etc., and is prepared to extend practical help to teachers in this line.

Mr. Peirce will be given full swing in this department, and what he says will represent himself--not THE JOURNAL. Whether our contributors agree with our views or not has no influence in determining whether their views are given space in THE JOURNAL.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN

Preliminary Remarks.

In writing a series of articles to aid in teaching vertical writing it has been thought best, first, to give instruction to teachers and later give some ideas for applying this instruction to the different grades.

No new system and probably no new style of letters will be introduced, as this ground has been pretty well covered by the publishers of manuals and copy-books. It has also been thought that the majority of teachers reached by this paper who are teaching vertical writing or who are about to teach it have either selected a system or will have one selected for them. If this be true, a new system would not be as welcome or as helpful as some definite directions for teaching and for changing from the slanting to the vertical system.

Position.

Study cuts 1 and 2 for position of body, paper, arms, pen, etc. Notice square front position, that about half of both forearms are on desk and elbows only about three inches from body. Paper should be directly in front of body or about two inches to the right of this position. If placed further to the right it will hinder instead of aid in writing a vertical hand Penholder points along the forearm to an imaginary point about six inches above the elbow. Notice in cut 2 that the third and fourth fingers are not separated much from the other fingers, but are folded under so about all of the first joints of these fingers touch the paper. The wrist should neither be flat nor turned to the right until the side of the hand touches the paper, but about half way between these two positions Do not try to slide the hand on tips of nails of third and fourth fingers, as this forces the hand in an upright position and cuts off view of writing.

Change of Slant Position Necessary for Vertical Style.

Many try to write vertically without any change in penholding, movement or position of paper. Experience has shown that the results will not be

POSITION CUT No. 1, ILLUSTRATING ACCOMPANYING LESSON ON VERTICAL WRITING BY HARRY HOUSTON.

satisfactory, so it is urged that all should conform as near as possible to the position given above.

Exercise Number One.

Practice exercise No. 1 with a good brisk movement until all trace of slant ovals has disappeared, and until there is no tendency to make them too narrow. See that the arm moves freely in and out of sleeve.

Exercise Number Two.

In practicing No. 2 make the exercise extend across the page as far as possible without stopping. Here the first real difficulty will be encountered, especially by those who, in slanting writing, use the stationary arm rest and swing the hand across the page. With feet flat on floor and body erect enough and balanced so the arms resting on desk do not have to support the weight of upper part of body one can, by practice, extend the length of exercise considerably. By having only about half of the forearms on the desk and by keeping them near the body the weight of the arm will be supported largely from the shoulder. This enables one to rest the arm lightly on the desk and to move it to the right with very little trouble. This does not mean whole-arm movement, as it is very different from holding the arm up and away from the body. By not giving the hand part of the body or much of the arm to support we have been able, in slanting writing, to have it come in contact with the paper and at the same time move across the page easily. About the same can be done with the arm if too much weight is not thrown upon it.

Shifting Arm Rest and Narrow Desks.

Before giving up and saying that writing cannot and should not be taught by shifting the arm frequently it might be well for us who have broad desks and single sheets of paper on which to write to contrast these conditions with those existing in our shools and business offices. Look at the narrow desks in our school rooms. Look at the writing done in high schools and colleges on narrow arm rests or in the students' laps. In all these instances the arm is moved frequently and often has little or no rest at all.

A great deal of practice on the exercises given this month will aid in overcoming the two greatest difficulties in changing your writing. It will aid in writing across the page and will make broader turns, thus giving the writing a round instead of an angular appearance.

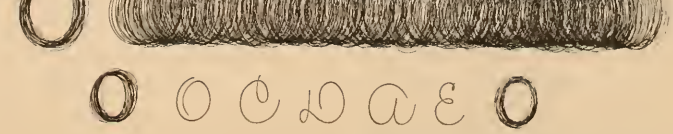
The capitals given naturally follow the practice of the exercises given. Movement exercises may be made from some of the letters by tracing over all or part of them, as we often do in slanting writing. There is likely to be a tendency to use too much of an up and down movement. This will make the

POSITION CUT No. 2, ILLUSTRATING ACCOMPANYING LESSON IN VERTICAL WRITING BY HARRY HOUSTON.

letters narrow, and to overcome this use more of a rotary movement and endeavor to make the letters nearly as broad as they are high.

A Mandate.

Teacher: "Did you study this lesson?"
Pupil: "I looked over it."
Teacher: "Well, hereafter just lower your gaze a little."—*Philadelphia Record.*



BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON IN VERTICAL WRITING.

LESSONS IN DRAWING.

BY A. C. WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN. ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

Number 1.

Talk To Teachers.

To a great many teachers the word drawing conveys an idea of some mysterious power, a something which only few are permitted to possess, and closely associated with it is the idea of genius or special talent. They recall some who have left illustrious names in the world of art.

In every school there is usually one or more pupils who take to drawing as a duck to water, who will draw whether drawing is taught or not. Such a one the average teacher calls a genius, and praises his special talent, but if another of her pupils displays equal or superior proficiency in some other study the teacher satisfies herself by saying that such a one is good in arithmetic or history. Now, the boy who draws pictures of his teacher so natural that you could almost tell who they were intended to represent without the usual label may be a genius in embryo, but not more so than the unrecognized genius of the multiplication table.

There are certain fundamental principles underlying the study of drawing which are as easily understood as are the fundamental principles of mathematics, and as many pupils in a school can understand and apply them as can master any other subject.

Drawing is not taught in the public schools for the benefit of the few, but for the educational advancement of all. If properly taught it, more than any other study, will develop the perceptive faculties and stimulate pupils to investigation. No drawing lesson is worth anything that does not cause children to think. In making a picture of any object, not only its form should be studied and represented, but its material substance and uses should be thoroughly understood before the lesson is complete. Each lesson should consist of form study and drawing, nature study and oral expression. Such lessons will place drawing on a higher plane than the mere representation, by means of lines, of the facts or appearance of objects.

Materials To Use.

Anything that will make a mark and anything that will take a mark will do, but in this day of cheap manufacture there is no reason why any child should not have the best of material. For work in primary and intermediate grades the Dixon M or M B pencil has not been improved upon. Any good brand of drawing paper having a tooth or grain of medium coarseness will answer. It should be cut for convenience of handling into sheets about 6 x 9 inches. This paper may be in loose sheets or bound in the form of a blank book. In either case ten cents should furnish ample material to last a child a year.

For those who merely want to play at drawing, getting simply the shadow of the substance, the formal drawing book, with its little copy and printed directions in one corner of the page, and the remaining portion laid off the proper size for the pupil's drawing, is good enough; but those who hope to teach their pupils to draw cannot be limited to twenty-four scraps of paper for a year's or even a half year's work. The only way to learn to draw is to draw and do plenty of it. Often one figure should be repeated several times in order to secure proper results, and for this reason, if for no other, the practice paper should be entirely free from printed designs or cut and dried instructions.

In the talks to teachers, of which this is the introductory, we will discuss drawing and other subjects intimately related. They are not intended to lay out any course of instruction or to fit any particular "system." They will embody some of the ideas and experiences of one teacher (there are many others) who is not trying to get his results in the drawing book, but in the minds, hearts and hands of the pupils under his charge.

Future numbers will be illustrated by such drawings as have proved helpful to him in his work. His aim will be to make these talks of practical benefit to regular teachers, especially to those who have not the assistance of a special supervisor.

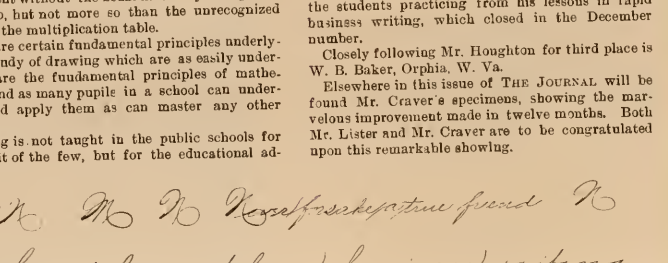
LISTER'S PRIZE WINNERS.

First—Edwin H. Craver, Ebensburg, Pa. Second—Miss Mabel Reed, Crosscreek Village, Pa. Third—Fred Houghton, McPherson, Kans.

Mr. Lister has sent us the names and addresses printed above as the prize certificate winners among the students practicing from his lessons in rapid business writing, which closed in the December number.

Closely following Mr. Houghton for third place is W. B. Baker, Orphia, W. Va.

Elsewhere in this issue of THE JOURNAL will be found Mr. Craver's specimens, showing the marvelous improvement made in twelve months. Both Mr. Lister and Mr. Craver are to be congratulated upon this remarkable showing.



BY EDWIN H. CRAVER, WINNER OF FIRST PRIZE IN THE JOURNAL'S '95 BUSINESS WRITING COURSE CONDUCTED BY C. C. LISTER. UPPER LINE SHOWS HOW MR. CRAVER WROTE BEFORE TAKING UP THESE LESSONS; THE LOWER TWO LINES SHOW HIS PRESENT STYLE.

It should encourage home students everywhere to take up Mr. Mills' lessons, which start in this issue of THE JOURNAL.

Recent Public School Book Adoptions.

Writing.

Philadelphia, Pa.; Los Angeles, Cal.; Watertown, Conn.; New Britain, Conn.; Argyle, N. Y.; Lebanon, Pa.; E. Strondburg, Pa.—Spencerian Vertical Copy Books.
Omaha, Neb.; Grand Rapids, Mich.—Merrill's Copy Books.
Lawrence, Mass.—Maynard & Merrill's Writing System.
Lakeville, Conn.; Hicksville, N. Y.; Rushville, N. Y.; Morristown, N. J.; Mayville, N. Y.—Spencerian Copy Books.
Henry Clay, Del.; Babylon, N. Y.—American Vertical Copy Books.
Washington, D. C.—Ginn & Co.'s Vertical Writing Books.
Millbury, Mass.—Vail's Vertical Copy Books.
Woonsocket, R. I.—Merrill's Vertical Writing.
New York City.—University Series of Copy Books, Vertical and Slant.

Drawing.

Mayville, N. Y.—Maycock's Drawing Series.
Mt. Jewett, Pa.—Krusi's Drawing.

Commercial.

Newton, Mass.—Selee's Business Course.

Ellsworth Replies to Parsons.

EDITOR PENMAN'S ART JOURNAL:

I note the breezy invitation of Professor Parsons to "Spot Him Some More" and take up the cudgels with "some other fellow" at the Chicago meeting; but until he denies or makes good his last year's copy-book statements, I cannot see the propriety of accepting his proposal to "Fall on my Neck—*for joy*"—unless he has repented of his error. Is that possible? I am too old to fight windmills.

H. W. ELLSWORTH.

Vertical Writing in Washington.

The Board of Education of Washington, D. C., having decided to introduce vertical writing in the public schools, the columns of the *Evening Star* of that city have been filled with arguments pro and con. We are indebted to Paul A. Steele for the copies of the *Star* containing the articles.

Among those known to JOURNAL readers taking part in the discussion were: Mrs. Sara A. Spencer, Paul A. Steele, Court F. Wood.

When Shall Children Take the Pen?

One of the best indications of a coming era of advancement in the methods of teaching writing in the public schools is to be noted in the several different articles appearing in the late numbers of our penmanship journals touching upon the above subject.

It is still a debated question, and I am inclined to think public school penmen have kept hands off longer than they otherwise should, were it not for the fact that a large majority of our best penmen are not in public school work but in schools where the lower grades do not have to be considered, and are, therefore, not much interested in the subject. As they are not interested in it, we should not wait for them to lead off in its discussion, nor should we be too willing to believe it is unimportant because they do not.

We occasionally hear from some learned superintendent to the effect that the pen should be put into the hands of the children in the first grade, and that "any other method is illogical, nonsensical and a waste of time."

In the face of such a statement, and others such as that the children of some certain city, where no special teacher is employed, "write better than any other city in the country," or the assumption that teachers and superintendents who may not see things just as some other superintendent sees them are "lazy" or "ignorant," it is no wonder timid supervisors are willing to give consent in silence.

To be sure "silence is golden," but speech is at least "silvern," so I venture to speak, and if to differ in some points from the learned and rather boastful superintendent means that I am a "cranky specialist," I accept the application cheerfully.

In proceeding I shall lay down the following propositions:

To properly analyze, compare, study and execute the sixty-two different letters and figures, to say nothing about the common arbitrary signs and marks of punctuation, and to combine them properly, requires slow, patient work and much time.

The lead pencil is an instrument we all use. Pupils in writing their lessons and in drawing use

MOVEMENT EXERCISE. BY F. L. HAEBERLE, STATE NOR. SCHOOL, MILLERSVILLE, PA.

it. The quality of the common scratch paper demands it. It is handier, cleaner, easier kept in condition, and cheaper than the pen.

In using the pencil, children are learning nothing but what is practical.

Children need the first three years in which to learn to write a standard hand, slowly of course, studying, analyzing, comparing, criticising, to acquire a correct conception of form and combination, during which time the habit of correct writing position of body, head, limbs, pencil and paper should be fixed.

The pen is an essentially different instrument from the pencil and should be recognized and treated as such.

Writing is the most difficult work to do with a pen, and, therefore, no attempt should be made to write with it at first, but instead, simple manual drills, "penman's physical culture," should be introduced, leading up to an easy, skillful use of the pen.

We should make the practice of penmanship, like the practice of instrumental music, progressive, the execution of sentence and page work, like the execution of Beethoven or Wagner, being the *end* aimed at.

Children should not be allowed to use the pen except under the direction of a competent teacher.

After taking up penmanship, all their necessary writing of lessons, etc., should be done with the

pencil until they have acquired the ability to write properly with the pen.

Any method of teaching writing in public schools, like the methods employed in the other branches, is based upon the presumption that the pupil will continue to practice it up to or through a certain grade.

Upon these propositions I base the argument that pupils up to the fourth grade are better off without pen and ink.

To say nothing of the inconvenience of keeping fresh ink, of keeping a supply of good pens, of the expense and difficulty of procuring suitable pen paper, and of the impossibility of keeping clean furniture, floors, books, hands and faces where ink is used in the lowest grades, what will be learned about writing that may not be as well learned with the pencil?

☞ Some may undertake to argue that a proper movement should be employed from the first, but I have the first specimen of good muscular movement *writing* to see by a child below the fourth grade or under eight years of age. ☜

True, we see many specimens of so-called muscular movement writing where every pulse beat of the writer is registered in the lines.

It is nearly always carefully labeled "*Rapid* Muscular Movement Writing." As well label "Rough on Rats" "Soothing Syrup."

In conclusion: These wild claims of vast superiority, and sweeping assertions of a *one only* sensible way of securing results in any line of school work, indulged in by some educators, who furnish no sort of evidence or logic to sustain such claims or assertions, bear the stamp of conceit and narrow mindedness.

What we should seek to do is to determine, if possible, the best plan for securing *final results*.

What matter if pupils do write poorly for a few years if they finish the course in penmanship easy, rapid, graceful writers?

Now let us not "sling mud" or call names," but "Come, reason together."

R. G. MILLER,
Supervisor of Writing, Hampton, Ia., Public Schools.

TEACHING WRITING IN PUBLIC SCHOOLS.

LESSONS FOR FIRST GRADE.

Position and Forms: With Physical Drills Preparatory for Movement.

BY MISS LUCY E. KELLER, SUPERVISOR OF WRITING, DULUTH, MINN.

No. 7.

Lesson LIX.

Outline: Hand at the side keeping pencil position. Review letters. Sitting erect.

How many find it hard work to keep good position while writing? Notice that a person walking along, nothing to carry and hands swinging at the sides, always has the hand ready for the pencil. Class try it. Fingers are straight or curved? They are touching, sometimes, near together. Bring hand up and slip pencil in without changing position. Ready for writing. Practice any letter you wish and count for the class. Don't write unless you count, and if time is lost wait for the next count. When you see the greater part of the class bending over, stop counting, and class looks up in surprise. Say that you wanted to give them a chance to straighten up. Speak about the necessity of spectacles. Begin counting and pause when any one is out of position. Repeat until all can sit erect. Don't hold the head on one side.

Lessons LX.—LXIII.

Each pupil should learn to write his own name. Place capitals on board. Take every Friday to practice names, in place of regular lesson.

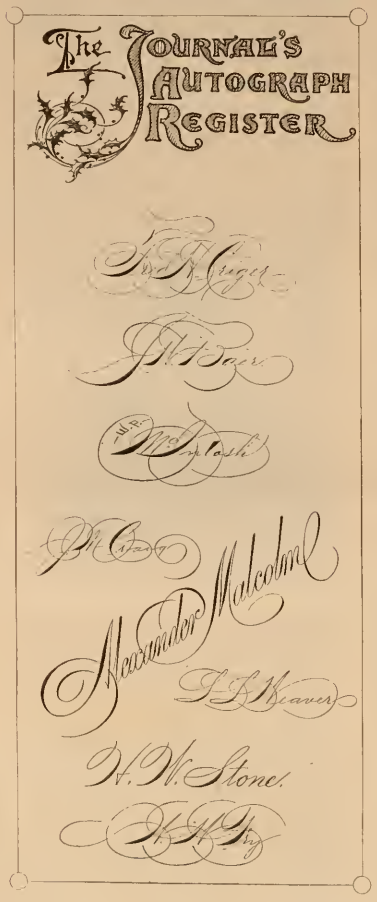
Review each letter and practice the hand drill in previous lesson. Sometimes have the pencil in hand, while both hands are down at the sides. Let them remain there while you are illustrating or talking. Give signal to bring both hands up, on the desk, in position, sit erect, write.

Sometimes call the name of pupil out of position quietly, and quickly and without further words he corrects himself. Have the janitor make blocks or rests for those whose feet do not touch the floor.

Lessons LXIV.—LXVI.

The time has come for examination on position and form. So far the teacher has fixed each child's hand, or told him what was wrong. Do not give assistance after this. Simply say "Position," as you pass by and the child must correct himself. Your pupils must not put the feet out in the aisle, nor turn around when showing the one behind, nor stop writing when the teacher comes near. Take time now to correct any faults that your class has.

Take up specimens, mark and file away. Have a line of each letter from *i* to *s*. Return to the children all the good, clean papers written this term. Fasten each pupil's together with a knot of ribbon



FRED. H CRIGER, M'DONALD'S BUS. INST., MILWAUKEE, WIS.; J. W. BASR, PHŒNIXVILLE, PA.; W. P. M'INTOSH, BLISS B. C., HAVERHILL, MASS.; J. M. CRAIG, HAZELTON, PA., B. C.; ALEXANDER MALCOLM, JOURNAL OFFICE; L. L. WEAVER, SUPERVISOR WRITING, ALIANCE, O.; H W. STONE, FRENCH'S B. C., BOSTON, MASS.; W. W. FRY, ATLANTA, GA., BUS. COLL.

and send them home. Give them as a Christmas present to parents from the child.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

O. E. Ofstad, Prin. Minneapolis, Minn., Writing School.
G. A. Martin, 25 Waverly Ave., Everett, Mass.
J. H. Eunis, Newport, Ore.
T. J. Cathey, Pen. Draughon's B. C., Texarkana, Tex.

Amateur.

A. E. Keller, St. George, Me.

— This "Penmen's Exchange Department" is maintained for the convenience of JOURNAL readers and for the encouragement of the exchange of specimens, with the hope that many of our readers will be encouraged to keep scrap books. No pleasanter fad or occupation can be found than the preparation of scrap books made up of the work of our fellow penmen, whether amateurs or professionals. A book having separate departments for business writing, ornamental writing, flourishing, lettering, drawing, card writing, etc., can be arranged artistically, and will furnish much inspiration and instruction to not only the possessor, but all who may be favored by an examination of it. Teachers of penmanship will find this a valuable aid in the line of "busy work" to loan their students

— No charge is made for the insertion of names in this department, and the only obligation upon those who have their names and addresses inserted is that they exchange with all other members of the department.

— In order to make sure that the name and address is not overlooked, it would be well to put the request to insert the name in this department on a separate sheet of paper from any other correspondence with THE JOURNAL. Because of a variety of business in one letter some names may have been overlooked that should have been included in this department. If so, we will be glad to have our friends send in their names again.

— We had no idea what beautiful work could be made with the knife on plain white cards until we saw some turned out by L. W. Hammond, Batavia, N. Y. A New Year's card from the knife of Mr. Hammond is a very handsome specimen of knife carving. All JOURNAL readers should have some of his work for their scrap books. Mr. Hammond does some dashy and beautiful card work and writes a splendid business and ornamental hand.

— For beauty, grace, delicacy and accuracy a Christmas and New Year greeting from the pen of A. P. Root, Kingsville, O., to THE JOURNAL is the equal of anything we have seen in a long while. It shows that Mr. Root, although an old timer, knows how to retain his nerve.

— A splendid specimen of automatic shading pen work in white and gold ink on black cardboard has been received from A. B. Cushman, Humboldt, Kans. Mr. Cushman's work is not only accurate, but the effects produced are original and artistic. Send for some of his specimens.

— S. B. Fahnestock, McPherson, Kans., Coll., is a fine writer, as JOURNAL readers have had an opportunity to know, and some recent ornamental work of his shows that he is constantly improving.

— A very tasty and well executed Christmas card in various colored inks, done with automatic pen, has come from Hy. Walker, St. Louis, Mo., C. C. Mr. Walker is a good business writer, and has charge of the writing classes in the Y. M. C. A. in that city.

— A very effective piece of script advertising is a letter sent out by the McDonald Bus. Inst., Milwaukee, Wis. The original is from the pen of that script artist, Fred H. Criger, head of the pen. dept., and the print is on black paper with white ink.

— From E. L. Jarl, assistant in pen. dept., Brown's B. C., Galesburg, Ill., we have received some splendid business and ornamental writing. We hope to show some of Mr. Jarl's work in the near future.

— A. D. Delbert, Pen. Chaffee's Phonographic Inst., Oswego, N. Y., favors THE JOURNAL with some plain and ornamental writing, automatic pen work, cards, etc.—all showing improvement over the last work sent us. He is doing a mail order business and making a success of it.

— J. B. Bacon, Mesa, Colo., who is a good writer, states that he owes most of his success to THE JOURNAL, and sends in some excellent specimens. A number of his pupils are JOURNAL readers.

— E. A. Banks, Belfast, Me., sends some well written cards in a variety of styles. He is a former student of Howard & Brown, Rockland, Me.

— A. M. Powers, Watervliet, N. Y., sends some good business and ornamental writing, cards, etc. He owes his skill to the teaching of S. E. Bartow.

— F. D. Lunning, Harvard, Ill., is an excellent business writer. Every letter is clear and distinct, and the writing indicates speed.

— R. C. Bay, Mechanicsburg, O., writes a good hand, and says what he knows about writing was acquired at home from THE JOURNAL. He says: "THE JOURNAL is perfection for home students."

— Minor C. Smith, Norristown, Pa., sends THE JOURNAL some writing that would be counted most excellent business writing did he not lift the pen so frequently. Whenever the pen is lifted time is lost. Mr. Smith lifts the pen after each letter and frequently between the parts of a letter.

— A good specimen of business writing comes from J. A. Elston, Canton, Mo.

— M A Tolrud, Pen., Humboldt, Ia., College, sends some well written cards.

Students' Specimens.

— In this column we are always glad to review specimens of students' work, and in this connection we would say also that we are glad to get samples of work of public school pupils for review. Our friends should remember, however, to fasten these specimens together in some way and be sure to have the name of the teacher, city and school on the inside of the package.

— We are brought to call attention to this matter by a package of good business writing from some one, somewhere, but as no town or teacher's name is given we are at a loss to give proper credit. The writing is businesslike and excellent in every way. Among the best writers are Maud B. Kane and W. L. Hayward. Many of the other good samples have no names on them.

— From E. M. Coulter, Penman National B. C., Roanoke, Va., we have received several batches of business writing that just about suit us except for the style of flourishing, which is as used as the initial letter. The letters are clear, plain and distinct, and speed is shown in every line. The best work is from Willie M. Hurt and H. P. Marston. If this is a sample of the work of Mr. Coulter's students, the National B. C. should be congratulated upon having such a teacher.

— J. C. Olson, Penman Stanbery, Mo., Nor. Col., sends a large package of business writing from his pupils. A good share of this is figure work, and all the writing is businesslike. The figures are small, neat and perfectly legible. The best writers are Belle Willis, Chas. A. Willis, Harley Holt, A. A. Holt, James Crockett, Effie Rains, Mae Evans, Lizzie Beery, Kate Boering, A. G. McNeely, Oliver Morrison, A. K. Daniel, Fanny Leale.

"Shorthand" That Everybody Can Read.

A shorthand typewriter that will print an entire word at one stroke in plain English letters has just been put on the market by G. K. Anderson, 220 Bennett Building, New York City. It prints the entire alphabet, including figures and punctuation marks.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, JANUARY, 1897.
NEWS EDITION.

MIRROR OF THE PROFESSION

NEWS AND VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— Recent visitors to THE JOURNAL office were R. C. Holaday, Wood's B. C., Easton, Pa.; E. H. Morse, Hartford, Conn., B. C.; C. C. Curtiss, Minneapolis, Minn.; H. C. Post, Harrington's B. C., Waterbury, Conn.; Geo. Oakley, Columbia B. C., Paterson, N. J.; W. C. Henning, Wood's B. C., Easton, Pa.; A. B. Furner, Peekskill, N. Y., Mil. Acad.; C. H. Condy, Burdett B. C., Boston, Mass.; Fred. H. Wildrick, Prop. Dover, N. J., B. C.; F. E. Wood, Wood's B. C., Wilkes-Barre, Pa.; C. T. Miller and E. A. Newcomer, N. J. B. C., Newark, N. J.; W. E. Drake, Jersey City B. C.

— Among the new schools we notice the following: Passaic, N. J., B. C., Morrisse Bldg., A. Hartkhorn, Jr., Prin.——Boleyn's Practical B. C., Bethany, Mo., D. G. Boleyn, Prin.——Metropolitan B. C., 138 Bank St., Ottawa, Ont., H. S. Conn, Pres.; S. T. Willis, Prin.——St. Francis' Industrial School, Eddington, Pa., Bro Felician, Pen. and Com'l.——Wager's Pen Art Coll., Elgin, Ill., C. H. Wager, Prop.; T. J. Sharp and A. D. Taylor, Pen.——Reynolds' School of Bookkeep. and Shorthand, 40 E. Main St., Amsterdam, N. Y., R. E. Lee Reynolds, Prin. ——The Bliss B. C., Newburyport, Mass., Bliss & Bliss, Props.; F. H. Bliss, Mgr.; E. A. Quantz, Pen.——Winfield, Kans., Bus. and Acad. Coll., Dr. H. F. W. Kuehne, Prin.; M. A. Clarkson, Com'l.——Lone Oak, Ga., Acad., F. M. Pitts, Prin.——Marshall B. C., Huntington, W. Va., G. A. Proffitt, Prin. and Com'l.; Walter Bould, Short hand.——The Institute, Peekskill, N. Y., Jos. Kuhn, Shorthand.——Kenyon Col., Hodgenville, Ky., Thad. Wilkerson, Prin.; T. J. Neathery, Prin.——Comm'l Dept. Hiram, O., Coll., S. W. Pearcy, Prin.——Va. Classical and Bus. Inst., Glade Spring, Va., E. H. Russell & R. R. Powell, Prins.——Wood's B. C., Girardville, Pa., S. I. Wood, Pres't.——Williams' Coll. of Bus., Plymouth, Pa., G. W. Williams, Pres't; H. C. Beatty, Prin.——Geo. J. Wildner, 58 Clark St., Auburn, N. Y., is contemplating opening a business school.

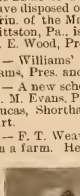
— N. H. Prouty has sold The Prouty B. C., Athol, Mass., to Henry H. Childs, who will conduct the institution in the future. Mr. Childs is the brother of E. E. Childs of Springfield and C. H. Childs of Holyoke. Mr. Prouty assumes management of the pen., shorthand and com'l depts. in the International Correspondence School, Scranton, Pa., and will prepare the text books used in connection with that course. He has had charge of this work for some time past, and it has proven so successful that he has been induced to give it his whole time. The Athol *Transcript* gives a half-column article on Mr. Prouty's leaving and expresses the highest regard for his work in that city.

—J. A. Ross has purchased the interest of C. M. Cook in the Ashtabula, O., B. C.——Mr. Ferguson has purchased the Wyatt B. C., Meridian, Miss., and changed the name to The Queen City B. C.——Wanger & Kelley have disposed of the Tamaqua, Pa., B. C. to E. M. Turner, Prin. of the Mauch Chunk, Pa., school.——Wood's B. C., Pittston, Pa., is now known as the Diamond City B. C., F. E. Wood, Pres.; I. L. Smith, Pen. and Com'l.

— Williams' Coll. of Bus., Scranton, Pa., O. F. Williams, Pres. and Prop., failed recently.

— A new school is the Chattanooga, Tenn., Nor. Uni., H. M. Evans, Pres.; W. P. Hayward, Pen.; Miss Molly E. Lucas, Shorthand and Typewrit.; Miss Zeralda Rains, Art.

— F. T. Weaver was born in 1870, and spent his early life on a farm. He received a common school education, and spent his evenings and rainy days practicing writing. At the age of sixteen years entered Mount Union College, Alliance, O. Took Business and Penmanship Courses under Profs. T. Armstrong and Owen Crist, then taught a number of winter terms of school in the country. In 1891 he attended the Zanerian Art College, Columbus, O., where he formed the acquaintance of Miss Abbie Gladden, who in 1895 became Mrs. F. T. Weaver. A daughter, Fern, born unto them recently. In 1892, in company with his brother, L. L. Weaver, he graduated in Business and Penmanship Courses of a Western school. He then accepted a position in the Helena Bus. College, Helena, Mont. This position he resigned, though offered an increase of salary, to again enter Mt. Union College. Next he graduated in the Normal Course, and reached the Sophomore year of a Collegiate Course (7 years). The principalship of the Bus. Dept. of Wilberforce, O., University was accepted, and after re-election he resigned to accept a more lucrative position in the Bayless Bus. Coll. of Dubuque, Ia., with whom he might have remained, but at the beginning of the present year he accepted a similar position with the Union Bus. College of Quincy, Ill., with which institution he is at present connected. Mr. Weaver is a good writer and teacher and a cultured gentleman.



F. T. WEAVER.

— We received an invitation to the commencement exercises of the Capital City B. C., Des Moines, Ia., which occurred Dec. 10th. The Ia. State *Register* gives a glowing account of the exercises, and publishes a long list of graduates in the com'l, shorthand and pen. courses. Messrs. Mehan & McCauley, the Props., and Penman W. P. Giesseman are to be congratulated on the good work done the past year.

— W. J. Elliott is once more in charge of the Central B. C., Stratford, Ont., having removed from Toronto.

— A beautifully engraved invitation to the 31st Graduating Exercises of Peirce School, Philadelphia, Jan. 15th, at the American Academy of Music, has been received. The presiding officer will be Mayor Chas. F. Warwick. The annual address will be delivered by Hon Theo. Roosevelt and address to graduates by Rev. Dr. A. J. Palmer.

— We have received a photograph of G. A. Swayze, Prin. Pen. and Com'l Depts., Grove City, Pa., B. C.

— The Richmond, Ind., *Evening Item* gives an interesting account of the annual Christmas entertainment given by the students and faculty of the Richmond B. C. W. A. Arnold, head of the Pen. Dept. and Mrs. W. S. Hiser, of the Shorthand Dept., took part in the evening's jollity. Prin. Fulghum is having a successful year.

— We are in receipt of a souvenir programme for the 31st Anniversary of Spaulding's Com'l Coll., Kansas City, Mo. Supt. Greenwood of the City Schools and ex-Mayor Davis and many other well-known people took part.

— Miss Cornelia Harlow, Prin. Harlow's B. C., Freeport, Ill., writes: "My college opened exceedingly well. Most of my students took a course in writing, conducted according to the lessons in THE PENMAN'S ART JOURNAL. I get up a great deal of enthusiasm among the classes, which has been the means of bringing me a good many students. THE PENMAN'S ART JOURNAL is superior to any similar publication which it has been my pleasure to examine. I could not do without it, and look forward to each number with pleasure and profit."

— Wm. Chambers, formerly Vice-Prin. of the St. Thomas, Ont., B. C., upon his resignation from that institution, was tendered a complimentary dinner by Prin. W. A. Phillipps. A surprise was sprung on Mr. Chambers later on in the evening. A handsome cane was presented to him on behalf of the faculty and students. Mr. Chambers is now connected with the Detroit, Mich., B. U.

— C. M. Lesher, Penman Wood's B. C., Carbondale, Pa., has been selected as prin. of Shorthand and Typewriting Dept. of the High School in that city. He also assists in teaching English branches and pen. Although there were many applicants, Mr. Lesher was elected by a unanimous vote of the Board. At the same meeting the Pernin System of Shorthand was adopted. Carbondale is to be congratulated upon having secured so good a teacher as Mr. Lesher.

— J. W. Johnson, Prin. Ont. B. C., Belleville, Ont., the well-known author of works on expert accounting, has lately been elected by acclamation Mayor of the City of Belleville. Belleville is making a good start on the new year, and we hereby tender our congratulations to Mr. Johnson.

— H. C. Beatty, formerly of Chepstowe, Ont., now of Williams' B. C., Wilkes-Barre, Pa., writes as follows: "I most heartily approve of THE JOURNAL's 'Anti-Flapdoodle' upward and onward course. It is fast becoming a true medium of art culture in the true meaning of that term. You give us such a host of things for choice brain food each month, and the last number was a banquet for those who know what's what."

— The River City B. C., Portsmouth, O., G. W. Moothart, Pres., lately moved into new quarters, and this has been the occasion for some very complimentary notices in local papers.

— The Du Bois, Pa., *Morning Courier* is enthusiastic over the work of the Du Bois B. C., under the principalship of G. W. Thom. A good programme was rendered at the close of the term.

— The First Anniversary of the Middletown, N. Y., B. C., W. S. Ramsdell, Prin., was celebrated Tuesday, Dec. 23d, in the college rooms. One student was graduated, and very pleasant entertainment was given in connection with other exercises.

— The commencement exercises of the Newark, N. J., B. C., C. T. Miller, Prop., were held in the Peddie Memorial Church recently. A large class of students graduated. A very interesting feature was the passing of samples of the work of the students in the pen., book-keep. and typewrit. depts. around among the audience. Mr. Miller is to be congratulated upon his year's work, and our good friends, Messrs. Tucker and Newcomer, deserve no little credit.

— In the boom edition of the *Clinton Co. Review*, Frankfort, Ind., Minor's B. C., of that city, is given a liberal share of space. The *Review* congratulates Prop. F. C. Minor on his past good work and predicts success for the future.

— The Anderson, Ind., *Illustrated Times* gives a good half-tone portrait of Pres. Wm. M. Croan of the Anderson Nor. Univ., together with complimentary notice of the latter institution. This issue of the *Times* contains a large number of illustrations showing Anderson's streets, industries, buildings, prominent business men, etc., and is a most excellent advertisement for the town.

— It isn't often that a business college can count among its graduates the Lieutenant-Governor of the State in which the school is situated, and when this happens we think the institution may be pardoned for its pride and its exploitation of the said new Lieutenant Governor. The present Lieutenant-Governor of New York, Hon. Timothy L. Woodruff, is a graduate of Eastman College, Poughkeepsie, N. Y., and a graduate that not only Eastman College, but the business colleges of America, have reason to be proud of. Mr. Woodruff, although a very young man, has made a marvelous success in business, and this success he ascribes in a large measure to his business college training. Dec. 31 the 37th anniversary exercises of Eastman College were held in the Collingwood Opera House. The orator of the occasion was the Hon. Chauncey M. Depew, who made a characteristic speech. Mr. Woodruff presided, and his remarks brought forth cries of applause, particularly his references to Eastman College and to the "best of mothers-in-law." Mrs. C. C. Gaines (Mr. Woodruff married Mrs. Gaines' daughter). Pres. Gaines himself contributed no little to the evening's enjoyment by a splendid speech. All in all, it was a memorable occasion for Eastman College and Poughkeepsie. Pres. Gaines deserves no little credit for his magnificent work in bringing Eastman College to the front in the past ten years.

— We have been but recently informed that a daughter, Ella Fern, was born to Mr. and Mrs. F. T. Weaver, Union Bus. Coll., Quincy, Ill., some time since.

— The Brooklyn, N. Y., papers devoted columns of space to very interesting accounts of the annual commencement exercises of the Long Island B. C., H. C. Wright, Prin. and Prop. These exercises took place in the latter part of November, and a large audience listened to a splendid programme. Large classes in various departments were graduated. The Long Island B. C. occupies its own building, the property of Mr. Wright, and is splendidly equipped. The past year has been very successful, and Mr. Wright expects prosperity during 1897.

Movements of the Teachers.

Miss Lucia Grover has charge of the shorthand, Miss Sophia Copley, formerly of Childs' B. C., Springfield, Mass., of the bookkeeping, and F. P. Gaynor of the penmanship in the Prouty B. C., Athol, Mass.——R. E. Mitchell is now assistant secretary of the Y. M. C. A., Dayton, Ohio.——A. J. Blickenstaff is connected with the North Manchester, Ind., Coll.——H. Depolly is teacher of penmanship in the Mt. St. Joseph Coll., Baltimore, Md.——J. B. Downs is penman in Greer Coll., Hoopeston, Ill.——W. E. Tower is the new prin. of Elkhart, Ind., Inst.——S. M. Funk is penman of Wolff's B. C., Hagerstown, Md.——R. B. Hull is connected with the Hope, Ind., Nor. & Bus. Coll.——Miss Ida Carnker is prin. of the business department of the Middle Ga. Mil. & Agri. Coll., Milledgeville, Ga.——F. W. Martin is teaching in the Ricker Classical Inst., Holton, Me.——R. A. Grant is penman of the Winona, Minn., C. C.——E. B. Lyons is now teaching in Warren, Ill., Acad.——W. N. Simpson, Com'l Dept. Baker Univ., Baldwin, Kans., has secured a year's leave of absence, and is taking a year's course in the University of Pa. in a line of work that will be beneficial to him in commercial teaching.——R. V. Patterson, instructor in penmanship of the Class. & Com'l Inst., New Orleans, La.——W. C. Howey, Beatrice, Nebr., has become connected with the Southern Shorthand & Bus. Univ., Atlanta, Ga.——T. D. Hart is teacher of pen. in the Catholic Normal School, St. Francis, Wis.——F. J. Lowe has charge of the pen. and commercial work in Curry, Pa., B. C.——S. N. Kaider is connected with the Jones C. C., St. Louis, Mo.——C. T. Marsh is teaching penmanship in Boston, Mass., Evening High School.——F. A. Yindra, penman and artist, is located at Manitowoc, Wis.——Miss Sue E. Andrews, New Providence, Pa., has accepted a position as teacher of penmanship and commercial work in Westbrook's C. C., Olean, N. Y.——A. W. Burton, formerly of Moline, Mich., is now connected with one of the Massey Business Colleges, and is located at Alberta, Ala.——L. D. Teter, formerly teacher of penmanship in the Ia. B. C., Des Moines, Ia., is now taking a law course in the Drake Univ., Des Moines, Ia., and hopes to launch out a full-fledged lawyer soon.——H. C. Spencer has charge of a flourishing class in Obneyville, R. I., Y. M. C. A.——A. D. Deibert, formerly of Catasauqua, Pa., is now teaching penmanship and bookkeeping in Chaffee's Phonographic Inst., Oswego, N. Y.——Elbridge L. Spellman has charge of the business department of the Columbian Trade B. C., 239 Wabash Ave., Chicago, Ill.——W. A. Shurtleff is prin. of the com'l dept. Dakota Univ., Mitchell, S. Dak.——Bro. Dositheus has charge of the penmanship in La Salle Acad., Providence, R. I.——A. S. Fries, formerly of Dansville, N. Y., is now connected with the Bliss B. C., North Adams, Mass.——E. G. Wright has charge of the pen. classes in the Y. M. C. A., Washington, D. C. He also has charge of the same department in the Normal College in that city.——T. J. Cathey, formerly of Thyatira, Miss., is now penman in Draughon's B. C., Texarkana, Texas.——R. W. Fisher, one time connected with the Clinton, Ia., B. C., and later in St. Paul, Minn., is now located in Washington, D. C., his P. O. address being Box 284.——J. A. Drainville, C. S. N., is teacher of pen. in the Ecole Commerciale St. Joseph de Levis, Lonzon, P. Q., Can.——J. S. Wolfert, formerly of New Castle, Pa., is now taking a course in the Zanerian Art Coll., Columbus, O.——H. B. Slater, late of Mahan's C. C., Sherman, Texas, is now penman of the Archibald B. C., Minneapolis, Minn.

Hymeneal.

SMITH—DAVIES.

On December 30, 1896, Miss Jeanette Davies was married to Mr. Charles Farleton Smith, in the First Presbyterian Church, Atchison, Kan. Mrs. Smith is the daughter of Mr. and Mrs. William M. Davies of Atchison, and Mr. Smith is the well-known commercial teacher and member of the firm of Coonrod & Smith, proprietors of business colleges in Atchison, St. Joseph and Kansas City. Mr. and Mrs. Smith are at home at 725 Harrison St., Kansas City, Mo.

REARICK—ROSE.

Miss Emma Rose was married to Mr. C. C. Rearick, Thursday December 17, 1896. Mr. and Mrs. Rearick are at home at 3710 Third St., Highland Park, Des Moines, Ia.

Mr. Rearick has for many years been connected with the Northern Illinois Normal School, Dixon, Ill., of which institution he was associate principal, and when this institution spread out and took charge of the Highland Park Normal Coll., Des Moines, Ia., Mr. Rearick became principal of the latter institution, which position he still holds.

ARGUBRIGHT—DAILEY.

At Zuma, Ill., Tuesday, December 22, 1896, Miss Mary T. Dailey was united in marriage to Charles J. Argubright. Mr. Argubright is principal of the commercial and shorthand departments of Woodbine, Ia., Normal School. After January 21, '97, Mr. and Mrs. Argubright will be at home in Woodbine.

GUSTUS—WILKINS.

On Wednesday, December 23, at Rock Island, Ill., Miss Edith R. Wilkins was married to J. Edwin Gustus. Mr. Gustus is principal of the Augustana B. C., in connection with Angostana College, Rock Island, Ill. This position he has filled for several years. Before that he was connected with a large school in Kansas and Packard's B. C., New York. He is a strong teacher, and is well known to hundreds of JOURNAL readers. Mrs. Gustus is a teacher of phonography in Augustana B. C., a position she has most successfully filled during the past three years.

New Catalogues, School Journals, Etc.

— Holiday season usually brings a number of calendars, souvenirs, etc., and this year has been no exception. We have received a large variety of school printed matter—most of it excellent.

— From F. J. Toland of the Wisconsin B. U., La Crosse, Wis., we get "Rock of Ages" in a beautifully embossed cover, printed in colors and illustrated throughout. It is a very handsome souvenir, and one that will be kept by the recipient.

— From the Rockland, Me., C.C., H. A. Howard, Prop., we have received a handsome calendar printed in red and black and several well handled school documents. All contained well executed drawings from the pen of E. L. Brown.

— C. E. Eckerle, Pres. National B. C., Roanoke, Va., favors us with his new calendar for '97. It is a good advertisement for the school.

—Anything in the line of printed matter sent out by the University of Notre Dame, Notre Dame, Ind., is always tasty. Their '97 calendar bears an artistically engraved steel heading; their catalogue is well printed, and the Holiday number of the Notre Dame *Scholastic* is one of the best college papers brought to our notice. There is a literary flavor about the *Scholastic* that would do credit to many professional writers.

— The souvenir of the College of Pen Art of the Northern Ill. Normal School, Dixon, Ill., J. B. Dille, prin., L. M. Kelchner, penman, contains a number of handsome pen drawings. Young penmen would do well to get a copy of it.

— The catalogue of the St. Paul, Minn., B. C., Maguire Bros., Props., is a well handled, neatly printed one.

— *The High School Journal*, sent out by the Wilkes-Barre, Pa., High School, is one of the best high school exchanges we have received.

— *The Workaday World*, issued by the University of the Pacific, College Park, Cal., of which Penmen C. A. Bernhard is business manager, is a very newsy, well handled publication.

— *The Rocky Mountain Collegian*, published by the students of the State Agri. Coll., Ft. Collins, Colo., is a well edited publication.

— *The Vincennes Business Educator*, published by the com'l dept. of the Vincennes, Ind., Univ., has a title page from the pen of F. C. Weber, prin. of the com'l and penmanship depts.

— *The Spencerian College News*, issued by the Spencerian B. C., Cleveland, O., always contains some choice reading matter in addition to college news and advertisements.

— *Chestnutwood's Business College Journal*, Santa Cruz, Cal., contains a vast amount of information of interest to prospective students. It is well edited, and must do the school a great deal of good.

— The Napa B. C., H. L. Gunn, Prin., sends out a twenty-four page college journal, with cover. Much of this is plate matter, of interest to average prospective students.

— Well handled school catalogues have been received from the following institutions: Wapakoneta, O., Law and Bus. Univ.; Maryland B. C., Baltimore, Md.; Chattanooga, Tenn., Normal Univ.; Wood's Wilkes Barre, Pa., Coll.; The Elston Correspondence School, Canton, Mo.; Philadelphia, Pa., Univ. of Shorthand; Sac City, Ia., Collegiate Inst.; Eastman B. C., Poughkeepsie, N. Y.

— College journals have been received from the following: Tampa, Fla., B. U.; Actual B. C., Canton, O.; Searcy, Ark., Coll.; Salem, Mass., Com'l School; Syracuse, N. Y., Univ.; Salt Lake, Utah, B. C.; Heald's B. C., San Francisco, Cal.; Champaign, Ill., B. C.; Dixon, Ill., B. C.; Indian Industrial School, Carlisle, Pa.; Spencerian B. C., Evansville, Ind.; Bryant & Stratton B. C., Louisville, Ky.; Dover, N. J., B. C.; Bixler B. C., Wooster, O.; Highland Park Nor. Coll., Des Moines, Ia.

— School circulars are at hand from these schools: Wolf's B. C., Hagerstown, Md.; Anderson, Ind., Nor. Univ.; Boleyn's Practical B. C., Bethany, Mo.; Rutland English and Classical Inst., Rutland, Vt.

— C. A. Wessel, Prin. of Com'l Dept., Ferris Industrial School, Big Rapids, Mich., issues a very neat souvenir for a large class of commercial graduates. The names of the students are printed, with portrait of Mr. Wessel.

— A Christmas letter from "John to Papa" is a very bright bit of advertising sent out by the Mountain City B. C., Chattanooga, Tenn.

FRATERNAL NOTES.

— J. S. Merrill, supervisor of writing in the Urbana, O., public schools, informs us that the high school building of that city was burned on December 12, entailing a loss of $80,000, with only $20,000 insurance. Ten thousand dollars' worth of apparatus and drawing materials and $1500 pupils' books were destroyed. Work will be commenced at once on a new building.

— In the Fort Worth, Texas, *Public School Magazine* for November we find several pages devoted to an account of the prize winning of the Ft. Worth public schools at the Texas State Fair. Supervisor R. F. Moore is very proud of ten gold medals and $25 in cash won on the drawing and writing exhibits.

— John Schlarb, superintendent of schools, Osnaburg, O., desires to have his teachers keep posted on writing and drawing matters, and as a preliminary has sent THE JOURNAL a good list of subscriptions from among the teachers.

— E. J. Plantier, late supervisor of writing, Bellows Falls, Vt., has accepted a position as teacher of writing in the Kamms, O., public schools.

— We are in receipt of the course of study of the San Bernardino, Cal., High School. We notice that drawing is given a fair show in each of the four years' work, but in the regular work we don't see that writing is included. However, they have a very strong business department, presided over by H. E. Perrin, who looks after the writing there.

— C. G. Cayhoe, special teacher of writing and drawing in the Cardington, O., public schools, is meeting with much success in his work.

— Miss Pauline Wannack, who writes a splendid business hand, has charge of the penmanship in the Macon, Ga., public schools. In the late school report of Bibbs Co. she is praised for her work.

— Miss Hallie M. Hood is supervisor of writing in the Westerly, R. I., public schools.

— Miss M. Ella Brown, supervisor of writing and music in the Ilion, N. Y., public schools, is interested in vertical writing, and sends THE JOURNAL some excellent work from the pen of Eddie Staples, one of her pupils.

— W. C. Faust is special teacher of writing and drawing in the Fredericktown, O., public schools.

— E. A. Boggs, formerly of Boone, Ia., has charge of the penmanship in the public schools of Waterloo, Ia., and also of the commercial branches in the Waterloo College, spending half day in each. He writes a dashy business hand and is a good ornamental writer as well.

— Miss Alice J. Van Ness, formerly special teacher of writing in the Jonesville, Mich., schools, is resting this year.

— J. R. Baldwin, formerly penman in Duncan's, Davenport, Ia., B. C., is now prin. of the com'l dept. of the Davenport High School. He also teaches penmanship.

— S. B. Lathan, prin. of Mt. Carmel, S. C., graded schools, is a splendid writer, and is putting his students on the same track. A good list of subscriptions from him shows that he has them genuinely interested.

— In the *American Illustrated* for December we find a speaking likeness, good autograph and a two-page sketch of J. P. Jones, the prin. of the com'l dept. and special teacher of writing in the La Porte, Ind., schools.

Well-Known Supervisors.

W. E. HARSH.

W. E. Harsh, until recently Supervisor of Writing in the Public Schools of Helena, Mont., was born on a farm in Carroll County, Ohio, 34 years ago. His early years

W. E. HARSH.

were spent in the usual rural pursuits. He first became interested in penmanship by having a copy of *Gaskell's Magazine* fall into his hands. A copy of a penmanship compendium furnished copies and inspiration. He took a course in penmanship under Theodore Armstrong and Owen Crist of Mt. Union College, Alliance, Ohio. Following this he taught in the public schools of Ohio and Montana, and in 1890 was elected Supervisor of Writing in the Helena Public Schools, which place he held until recently, when the services of Supervisor of Writing were dispensed with on the false ground of economy. At present he is disengaged, and is living in Alliance, Ohio. Mr. Harsh is an enthusiastic teacher, and gets good results. He is a constant reader and user of THE PENMAN'S ART JOURNAL. In addition to his other accomplishments, he is a teacher and writer of Benn Pitman Phonography. Mr. Harsh is married, has two children and is a church member.

Normal School Penmen.

W. F. HOSTETLER.

W. F. Hostetler was born March 22, 1870, near Lapaz, Ind., and was reared on a farm.

He was very fond of books and a good student.

He began teaching at sixteen near Corunna, in Dekalb County, Ind., and has taught nine years, first in country, then in village and city schools.

Mr. Hostetler, from childhood, took great delight in Writing and Drawing. Like many other conscientious teachers, he determined to teach penmanship as well as he taught other branches. He bought books on the subject, and by diligent practice soon attained a fair degree of excellence, sufficient to secure a position as Supervisor of Penmanship and Drawing in the Bremen schools.

This he held two years. At the end of this time he attended the Valparaiso Normal, and did work under B.

W. F. HOSTETLER.

F. Williams. He says: "As I sat at Professor's side and saw him execute the beautiful design in a recent issue of the JOURNAL, I then and there resolved to master it." Next year he went to the Zanerian, and was graduated in Penmanship and Drawing.

He returned and became a candidate for County Superintendent, being only defeated by the annulling of the new State law by the Supreme Court. Mr. Hostetler is a teacher in every sense of the word. He was Principal of the Lapaz Schools four years, and resigned to accept his present position as Principal of Penmanship Department of the Tri-State Normal and Business College, Angola, Ind.

This is a large and growing school. Mr. Hostetler is taking advantage of his opportunities and devoting his time to Latin and Greek, making them his major studies. He has large classes here, and the proprietors are highly pleased with the man and the results he obtains.

He is an earnest, enthusiastic advocate of plain business writing in the public schools, and believes in giving the masses a good handwriting.

Warlike Business Writing.

Several JOURNAL readers have deciphered the specimen of peculiar writing printed in the December JOURNAL and labeled, "Warlike Business (?) Writing." Among the first to reach THE JOURNAL office were those of Henry M. Webster, cashier, Mf'rs' Adv't Bureau, New York, and Victor Frazee, High School, Providence, R. I.

One person labored under the impression that a prize would be awarded the successful reader. This was a mistake, as no prize was offered.

Here is the translation:

HEADQUARTERS THIRD BRIGADE, N. G. P.,
CAMP ANDREW G. CURTIN,
MOUNT GRETNA, PA., July 25, 1895.

THILBY, COTTAGE NO. 11, CHAUTAUQUA GROUNDS.

MADAM: The annoyance caused you is a matter of great regret to yourself and satisfaction to me. However, fair lady, in deference to your sex, the men who fired the cannon have been sentenced to death. They will be shot at daybreak tomorrow. It will require one hour's cannonading to kill them all, but we trust this slight noise will not disturb your rest. Enclosed please find check for amount of damages. The bank's stock is somewhat watered at present, but if check is presented without delay, I think you can reach rock bottom.

I have the honor to remain, Madam,
Your obdt. servant.
POTATOES COUN ONIONS.

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

We were seven. The original plan included one more, as you will see by consulting the above diagram, but owing to unforeseen circumstances one of the elected was unable to go, much to the disappointment of all.

Amid a flutter of excitement and handkerchief waving our big ship slipped away. We had ten weeks to spend in discovering Europe and getting from it all the fun possible, and you can rest assured we improved every minute.

We left New York, May 16, 1896, by steamer "Kaiser Wilhelm," North German Lloyd; called at Gibraltar for five hours; arrived in Naples May 28; Naples to Pompeii; thence to Vesuvius, Cava, Amalfi, Sorrento, Blue Grotto on Island of Capri, Naples, Rome, Florence, Pisa, Bologna, Venice, Milan, Bellagio (Lake Como), Menaggio, Porlezza (Lake Lugano), Ponto Tresa, Luino on Lake Maggiore, stopping at Isola Bella; thence to Pallanza, Gravolona, Dammodossola, Simplon (Simplon Pass over Alps), Brieg, Martigny, Chamonix (Tete Noir Pass), Mt. Blanc, Mer de Glace and Des Bossons Glaciers; Cluses, Geneva, Ouchy, Lausanne, Scherzligen on Lake Thun, Interlaken, Giessbach, Lucerne (over Brunig Pass), Mt. Rigi, Bale, Heidelberg, Darmstadt, Mayence, Cologne, Amsterdam, The Hague, Antwerp, Brussels, Paris, London, Edinburgh, returning to London and sailing from Southampton on July 15 by North German Lloyd steamer "Spree," arriving in New York July 23.

The "Kaiser Wilhelm" is a fine ship, with service and all in connection with the boat on a grand scale. You could live no better at the best hotels. The weather was beautiful, and our voyage was a very calm and delightful one. Music, dancing and other entertainments made the time slip away.

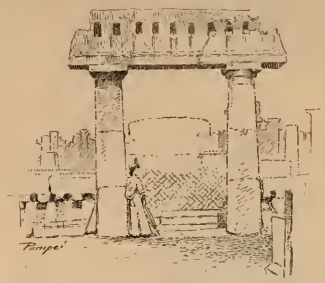
From New York to Naples is a twelve days' trip. For four days we saw nothing but a vast stretch of ocean, then a sail appeared on the horizon and all was excitement. The Azore Islands were our first sight of land on the sixth day. Three days later we dropped anchor at Gibraltar. After a visit to the most wonderful fortress in the world, we returned to the steamer and were soon steaming away on the Mediterranean.

ASHORE AT NAPLES.

On May 28 we reached Naples, entering the beautiful bay early in the morning. At 3 a.m., we were all on deck to see Vesuvius by moonlight. Smoke was emerging from the crater, and we could distinguish the fiery red lava running down the sides of the mountain.

At Naples we engaged a guide, who showed us the city, visiting the Aquarium, Museum and other important places. One of the first things that attracted our attention was the manner in which milk is supplied to the inhabitants of the city. Cows are led from door to door, the people come out with cups and pitchers and the cows are milked in their presence. Herds of goats are also driven about and milked in the market place or at the houses as required. Donkeys with great loads on their backs go struggling along. Although most of the streets are very dirty, the many bright colors that are used by the people in their dress added to the picturesqueness of the houses makes the scene at once attractive and gives one a beautiful bit of color that is so much to feast on that the fact of the place being dirty does not come into your mind at all.

At noon we took a train for Pompeii, and made a thorough examination of this wonderful buried city. One is amazed at the richness of this architecture of 2,000 years ago.

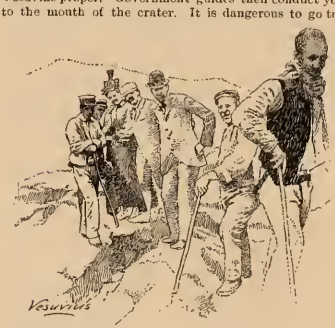


CLIMBING VESUVIUS.

The morning following we took carriages, and after a beautiful ride through quaint villages reached Mount Vesavius. The streets in the villages are so narrow that there is barely room for a carriage. The drivers have peculiar whips with long lashes, and they keep snapping these whips to warn the natives of their approach. It was very amusing to watch the children huddling up to the side of buildings as we went plunging and swaying through these narrow streets.

Having secured ponies we started for the ascent. It was the first time most of us had been on ponies, consequently it was a great experience. We got a lively shaking up before we reached the summit. We went first to what is called the new crater. Here you see the molten lava flowing red hot out of the mountain. We went within ten feet of this running lava, which was so hot that it was with great difficulty and much discomfort we could stay there. However, we did stay long enough to make photographs and also see a guide put pennies in the lava that we might bring home a souvenir of the crater. For a distance of 200 or more feet the heat of this mountain of lava is such that you can feel it through the soles of your shoes, and in many places you have to keep changing from one foot to the other to prevent burning your shoes. It was a never-to-be-forgotten trip for us all.

We next took the inclined railroad up to the old crater, Vesuvius proper. Government guides then conduct you to the mouth of the crater. It is dangerous to go too near the edge, and you have to be satisfied with a view within two or three feet of the brink. The sulphurous smoke coming out of the opening is about all that is to be seen. It made us all choke and cough, and we were glad to get away. At almost any point on the summit you can scrape up the yellow sulphur, and it is generally so hot that you cannot hold it in your hand.



The boys that look after your ponies are a very amusing lot of little fellows. They fix your saddles and try to make you comfortable; then when you are settled in your seat they grasp the tail of the pony, hit the beast with a stick and off you start on your journey, the pony not only carrying you on its back, but also dragging the small boy behind. Every little while the boy will either punch the pony with his stick or give it an awful crack, exclaiming at the same time: "Ah, ah, Macaroon!" or whatever name the animal may have. (Macaroon was the name of mine.) This will set the poor brute off on a run, much to the discomfort of the pony, I suppose, but surely to the party that is riding, for it gives one a frightful jouncing. I had to grasp both the front and back of the saddle, to say nothing of wrapping my legs around the little animal, to prevent being thrown off.

We returned to Pompeii, and continued in carriages to Cava, remaining over-night at a hotel that had formerly been a palace.

In the morning we drove to Vietri and so along the shore road to Amalfi. This ride is considered about the finest in the world. The castellated mountains on your right and the bewitching Bay of Solerno on your left are beyond description. Terraced hills with vineyards, monasteries, shrines, caves where the brigands of olden times hid their plunder and held their revelry, are among the many interesting things that one sees on this journey.

At Sorrento our hostelry, the Imperial Hotel Tramontino, crowns a cliff directly on the Bay of Naples. From the veranda we could look down 200 feet to the water below. All around the hotel are orange and lemon groves. We picked the fruit and enjoyed it hugely.

THE BEAUTIFUL BLUE GROTTO OF CAPRI.

The next day we went to the Blue Grotto on the island of Capri. This is a marvelously beautiful place. The water of the Bay of Naples is very blue, but inside the Grotto it seems much more so. We were obliged to lie flat on our backs in the row boats in order to go through the small opening to the cavern. Once inside the effect is beyond description. The silvery water made doubly so by the splashing of the oars and the remarkable rock formation above and around you. Added to this the voices of those in the boats and the cry of the boy that for a franc will jump into the water and disturb it that you may better see the silvery effect, make you feel as though you had entered a land of dreams and enchantment.

THE ETERNAL CITY.

Rome, the Eternal City, was our next objective point. For five days we reveled in the sights of the famous city under the care of Professor Forbes, the celebrated archæologist, visiting St. Peter's with its magnificent dome 445 feet high and Mosaic pictures of huge proportions; the bronze statue of St. Peter with the toe that has been worn white by the constant kissing by the Pilgrims; the Vatican with its miles of pictures and statuary. These claimed our enraptured attention.

Many a time did we wish we had studied our ancient histories harder when we came to look at the ruins of the original city, founded over twenty-five centuries ago on the Palatine Hill. The ruins are in a very good state of preservation, and are carefully guarded by the Govern-

ment. The Pantheon Baths of Caracalla, Temple of Neptune, Forum of Augustus, Forum and Column of Trajan, Forum Romanum, the Atrium Vestæ or House of the Vestal Virgins, Circus Maximus, Arch of Constantine, Meta Sudano, the Colossus of Nero, Site of the Golden House, the Basilicæ of the Forum of Cupid, the Coliseum, Church of St. Paul, without the walls of the city, said to be next to St. Peter's in grandeur; Church of St. Maria degli Angeli, St. John's Lateran, the Cathedral Church of Rome, the Scala Sancta. All these places and many others we carefully visited.

From Rome we went to Florence. Here we enjoyed the famous Ufizzi and Pitti Galleries. One room in the Ufizzi Gallery is said to hold the most celebrated paintings in the world. A side trip to Pisa enabled us to visit the Leaning Tower, Cathedral and Baptistery. It was quite a climb up the Tower, which from its leaning position imparts a strange sensation. One feels as if it might tip completely over at any time.

Back again at Florence we saw the Tomb of the Medici, also Michael Angelo's famous figures of Night and Morning. Went in Dante's house where it is said he wrote his "Inferno." Having feasted our eyes on the beautiful things in Florence we continued our trip. Stopped at Bologna for a short time and then pushed on to Venice.

(To be continued.)

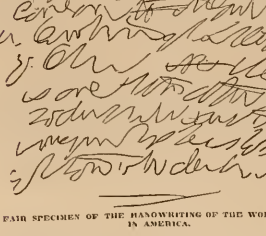
The Worst Writer in America.

It has been said that all sorts of meanings could be extracted from one of Horace Greeley's letters, dependent upon which margin of the paper was held uppermost. There are still in the insane asylums of the country numbers of old-time compositors who rashly worked too long upon the tangled chirography of the grizzled Horace. Many people who had tackled the writing of the great editor came to believe that it was absolutely the worst ever perpetrated in the history of the world, but, bless you! they didn't know, for all the time there existed in Cincinnati a man named M. D. Bloss, a modest, unassuming man, who made no proud claim for his wonderful ability to hide his ideas upon paper. He was a reporter upon the *Enquirer*, and his penmanship was so unspeakably beyond comprehension it made Greeley's manuscript appear as the skilled achievement of a professor in a first-class business college.

More wonderful still, there were men at the case who had "got onto his curves" and who set nothing else. They couldn't handle ordinary clean written copy. It was Bloss or nothing with them. After a while Bloss was promoted to the position of political editor. This was right in his line, for the politicians could always find just what they wanted in his copy with the help of the writer, and when it didn't come out that way in the paper it was all laid to the blame of the stupid compositore.

No one may know to what heights of perfection in point of utter badness Bloss might have carried his copy in course of time. All he needed was the thought of a Browning, which, coupled with his handiwork, would have made him an immortal. But one day in 1876 he was killed by an accident upon the "Pan Handle," and the boys at the office of the *Enquirer* sadly overhauled the scrap bags and the ancient strata of old copy which environed the political desk, all written upon the back of pink subscription blanks of the *Enquirer*, and the manuscript of the genial Bloss was scattered as mementoes among his friends.

My piece is herewith accurately copied. I have been thinking of offering one hundred bicycles to the first hundred nearest guessers in Philadelphia; but I reflect



A FAIR SPECIMEN OF THE HANDWRITING OF THE WORST PENMAN IN AMERICA.

that both Kirkbride's and the Norristown Asylum are already overcrowded.

This fragment has been variously deciphered to contain an attack upon the nepotism of General Grant as President, to be an answer from a farming friend regarding early cabbages, and also a declination to run for the Ohio Legislature. I give it up. Solutions should be accompanied by postage stamps as a guarantee of high personal character.—*Frank H. Taylor, in Philadelphia Inquirer.*

LATEST CARD STYLES.

The Newest Things of the Season in Visiting Cards and Etiquette.

Up to-date visiting cards are inscribed in Roman letters. The use of script is not obsolete, but as a fashionable whim it is decidedly outre, says *New York Journal.*

Both styles are occasionally seen on one card; for instance, the name in clearly defined, aggressive Roman letters and the place of residence in delicately outlined script.

The newest cards are exceedingly thin, fine of texture, with a remarkably dull finish. Those for matrons are almost square, measuring three inches in length and two and three quarter inches in width. For the "miss" of the family an eighth of an inch smaller is the decree, and for the male members a slender card a trifle larger than half the size of the matron's card.

Personal preference is no longer permitted the widow as to the style of her visiting card. Society does not concede to her the right to use her husband's name, but she must be known as Mrs Agnes Jones-Brown.

You should by all means leave a card if the mistress of the house is not at home when you call. Leave two of your husband's cards as well, should it be the first call of the year. After dinner invitations only is it good form to leave the husband's card again during the season.

Immediate replies are the rule to a wedding breakfast invitation. To those bidding you to a dinner responses must imperatively be given at once.

Prompt personal inquiry is most desirable where sympathy is to be expressed. If this is impossible, a card by mail containing a word of condolence or inquiry, as the occasion may require, is the proper thing.

From 4 to 6 o'clock in the afternoon and 8 to 10 in the evening are the hours observed by men in polite society for calling or leaving cards. Gentlemen are expected always to call upon the ladies "at home" day. At such times a card left for the master of the house is correct. After a first hospitality and after every entertainment sending or leaving a card becomes a duty.

If a gentleman is a member of the army or navy it is permissible that his proper title shall adorn the card. Abbreviations which indicate the profession of a gentleman follow the name.

A gentleman's club address may properly appear in the left corner, or if he resides at his club in the lower right corner.

SCIENCE AIDS IN BAFFLING FORGERY.

Peculiar Personality in all Handwriting.

No Two Signatures Were Ever Written Alike, and Never Will Be.

"The Scientific Investigation of Handwriting" was the subject of a lecture delivered before the students of Heald's Business College yesterday afternoon by Professor Daniel T. Ames of New York. In addition to its scientific value additional interest was given to the lecture because of Professor Ames being one of the experts who came to this city for the purpose of passing upon the genuineness of the pencil will and pencil deeds in the celebrated Fair will case.

Professor Ames made clear the various points of his lecture by the aid of a blackboard, illustrating in chalk as he proceeded. He said that he had often heard people say that there was nothing in the scientific investigation of writing, for the reason that persons taught by the same instructor and following the same text books wrote very much alike. He told his hearers not to believe this, for character was as indelibly stamped upon handwriting as on the face or form of an individual. A class of pupils under the same instruction might by care and application learn to write very much alike, but when they went out into the world their handwriting began to change under the influence of environment, character, taste and habit. If one became a bookkeeper his handwriting would be orderly and uniform; another going into a law office would reel off hieroglyphics in an effort to get his thoughts upon paper; a third going into an insurance office would gradually develop a handwriting in which there was unshapely, symmetry and facility. The one retiring from school to take charge of an estate he has inherited and to live at ease would follow much the same hand as he had acquired at school.

If a man is orderly his handwriting will be orderly. If he is slovenly his handwriting will be sweeping. If a man follows a commercial life he will develop a symmetrical and practical hand. Changes took place in every letter of the alphabet in making the adult handwriting. These changes crept in unconsciously and no two handwritings were alike. No one handwriting had been in duplicate of another on this earth and never would be.

Professor Ames said that a person writing perfect Spencerian would baffle an expert. The writing of two instructors that was perfect Spencerian would baffle an expert, and he could do nothing with it because it was impersonal. But after leaving school the writing of the pupil gradually changed from the copy taught until it took on the characteristics of the writer. No adult writer thought of what he was writing—that is, of the letters he was forming. He wrote automatically, placing his thoughts upon paper by force of habit.

"If one attempts to forge the handwriting of another he unconsciously introduces his own personality into the forgery," said the speaker. "There are three conditions which make it impossible for a forgery to be perfect. First, the writer does not know all his own peculiar personalities; second, he does not know all the peculiar personalities of the writer whose hand he seeks to imitate; third, he is not the perfect artist himself to make his eye or hand do exactly what he wishes.

"In forgeries the hand stops at unnatural places. The writing is stiff and frequently has been retouched. These conditions are usually apparent at first sight. Then the expert takes the genuine writing or exemplar and makes comparisons. He will find that in the forgery the lines are crossed or closed a little higher or lower than in the genuine, and there will also be other differences readily seen by the expert."

Professor Ames told of a forgery in Philadelphia in which $400,000 was involved. The original document had been written by a man 70 years old and the forgery by a young man. The old man, in his youth, had been taught the old Spencerian system of writing, and still retained some of its characteristics. The young man had learned modern Spencerian, and his writing partook of its characteristics. The forgery was quickly discovered by an expert, as it was as easy to distinguish the forged letters as it was to distinguish wheat from corn.

It was a popular idea that a man could completely disguise his writing by changing his pen from the right to the left hand. This was a mistake, as the writing of the left hand would take on the same characteristics as the right so far as its lack of skill would permit.

It was often urged that experts disagreed, and that consequently there was nothing in it. There was nothing in art, science or literature as to which all people agreed. Sometimes the expert was baffled because he was not given ground enough to stand upon. The professor told of a case in which $40,000 was stolen from an express package and green paper substituted, after which a new tag was placed on the package and it was forwarded. The expert was given the tag, the only writing upon which were the word and abbreviation, "Susquehanna, Pa." Samples of the handwriting of every employee through whose hands the package was supposed to have passed were procured and submitted to the expert to determine which of the writers wrote the words on the tag. The expert failed to locate the writer of the tag. It was reasonable that he should do so from the limited amount of writing in question. As was subsequently proved by the capture and confession of the thief, his writing was not among the specimens submitted to the expert.

The lecturer advised his audience that in adopting a signature it was better to write it with a full or forceful swing. It was almost impossible to forge facility and sweep. Anything that tended to deliberation favored forgery. A tracing or drawn line was easily discovered under a microscope. It differed from a stroke line in that the former was irregular and the ink flowed less freely from the pen. It was much more difficult to discover a pencil forgery than one in ink. No man ever wrote his name twice alike, and an exact copy of a signature was always known to be a forgery. Odd and fantastic signatures were more easily forged than those which flow and sweep.

The professor talked much upon the manner in which occupation, nationality and sex could be told in handwriting. A woman's handwriting showed the same caprice and fancy as did the feathers and ribbons of her hat and dress.—*The San Francisco Chronicle*, Dec. 17, 1896.

The Fair will case, on which Mr. Ames was called as expert, will be illustrated in THE JOURNAL as soon as the case is legally disposed of.

PENMAN'S ART JOURNAL.

The increase of colleges in America during the last hundred years has been marvelous. Before the breaking out of the Revolutionary War nine were in existence, and now the total number is four hundred and fifty-one.—*Exchange.*

Little minds are tamed and subdued by misfortune, but great minds rise above it.—*Washington Irving.*

Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUPT OF SUBSCRIPTION DEPT.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 893 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

THE JOURNAL is published in two editions:
THE PENMAN'S ART JOURNAL, 20 pages, subscription price, 50 cents a year, 5 cents a number.
THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year, 10 cents a number.
Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

ADVERTISING RATES.—38 cents per nonpareil line, $2.50 per inch, each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESSES.

It will be necessary to give old as well as new address when requesting changes hereafter. We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

Progress of the Bushwhacking Campaign.

"Not less than 16,600 copies of each of the last three editions of the *Western Penman* have been printed. No similar publication has as large a circulation."—*From the Western Penman, December*, 1896.

Then you lie or we do. You cannot possibly have known the circulation of THE PENMAN'S ART JOURNAL for this specially selected three months, simply because you did not take the trouble to inquire. Notwithstanding, with entire disregard of what might be the real facts, you make a sweeping statement that is demonstrably false upon your own admission, and with the same fine recklessness put upon it your pledge of verification—"all statements to the contrary notwithstanding."

Wherefore, it is perfectly plain that you lie, or we do. Now, come out of the bushes and let us have the dirty business cleared up for once and all. THE JOURNAL'S paper makers are Vernon Bros. & Co., 26 Reade St., New York. THE JOURNAL'S printers are the Williams Printing Company, 232 William St., New York. They are authorized to give you any information that you may seek. Who perform these services for you?

For the benefit of any one really interested in knowing the facts, we will say that it is not only true that "not less than 16,600 copies" of each and every one of the three issues of THE PENMAN'S ART JOURNAL for the three months specially selected by the *Western Penman* have been printed and circulated, but that statement falls very much short of the full truth. For instance, the average circulation of THE PENMAN'S ART JOURNAL for the past six months has been 16,458 copies, and the average circulation for the past four months (embracing the period selected by the *Western Penman*) has been over 17,000 copies.

Two or three months ago we published the figures of THE JOURNAL'S circulation for the entire year. Being unable to make so good a showing (or it assuredly would have published the figures), our contemporary, with characteristic recklessness, preferred to remain behind the woodpile and promulgate this glittering generality: "Our circulation is greater than that of any other penmanship publication, *statements to the contrary notwithstanding*." Which, as we have proven out of its own mouth, is perfectly untrue. We think Cedar Rapids would better guess again and confine its guess to a single number—the same to be made specially to order with that end in view.

THE PENMAN'S ART JOURNAL'S circulation is not only the largest of its class in the world, but it is a significant fact that a large majority of its subscribers buy that edition which costs fully twice as much as any other penman's paper. The present issue of THE JOURNAL begins its twenty-first year and finds it with thousands of friends, over all English speaking America. There have been times in this long period when the pulling was rather hard, but never any time when THE JOURNAL has sought to attract patronage by back-biting its fellow workers, or to put them in a false position by means of dishonorable insinuation, garbled extracts and reckless imputation.

We may be wrong, but we have a sort of idea that this bushwhacking campaign has not panned out exactly according to expectation. The tenor of our large correspondence and the way our good clubbing friends are coming forward back up that view. One of them has just sent in a graphic expression of his sentiments relating to this matter in the form of a list of over four hundred subscribers—and "there are others," in numbers as never before.

THAT CHICAGO MEETING.

A Big Success from Every Standpoint.

The Largest Convention of Commercial Teachers Ever Held.

The 1896 meeting of the four associations comprising the Federation of Commercial Teachers' Associations was a historical one, and many who were present, in years to come will look back at this meeting as being the first really great and largely

W. N. FERRIS,
PRESIDENT FEDERATION OF EDUCATIONAL ASSOCIATIONS.

MRS. M. E. SWAYZE,
PRESIDENT WRITING AND DRAWING TEACHERS' ASSOCIATION.

attended meeting of commercial teachers. There have been other large meetings, but none so well attended as the 1896 meeting. It was a representative gathering and one that did honor to the cause of practical education.

The programme was well carried out, and the verdict of all was that the members had a jolly good time. The business schools, commercial teachers and specialists in the public schools of Chicago extended a right royal welcome, and did everything in their power to make the visiting members feel at home.

From Duluth, Minn., on the north to New Orleans on the south, New York on the east to Emporia, Kans., on the west, and from a goodly number of intervening States, did the clans gather.

The convention opened on time and the programme was attacked with vim and snap, and from 1 p.m. Monday until 11 30 p.m. Wednesday there wasn't a minute's breathing time—scarcely time for eating or sleeping.

The four associations, with four meaty, separate programmes in full sway at one time, reminded one of a mammoth four-ring circus, and a number who were interested in the four branches of the work were kept on the jump going from room to room to catch a few words of each programme.

Following the four associations' programmes came the general or Federation programme, and, while it was an after show and concert, yet it occupied about as much space in the minds of all as the four ring performance, and, like the after-show, and concert of a circus, it sent all home for the night in good humor.

So successful was the 1896 meeting that members present resolved that the attendance would be larger in '97 and that the meeting would be better in every particular than that of 1896. This is a big contract to undertake, but at the rate at which the association is growing there is no telling how large the attendance will be in 1897.

The programme as carried out in the Federation and the four associations was as follows:

Federation.

MONDAY DECEMBER 28, 1896.

After the first session of the four associations the federated body met at 4 p.m. Monday, Dec. 28th. President S. S. Packard made the opening address. Mayor Swift not putting in an appearance, O. M. Powers, Prin. of the Metropolitan Business College, welcomed the Federation to Chicago in a few well-chosen words. Eloquent responses were made by W. N. Ferris, Big Rapids, Mich.; G. W. Brown, Jacksonville, Ill., and E. R. Felton, Cleveland, O. The evening session of the Federation was opened by a song by A. N. Palmer, who was heartily applauded and compelled to favor the audience with another selection. The President's address by S. S. Packard followed. It was largely in a reminiscent vein, and was a document of historical and general interest. As THE JOURNAL hopes to print it in the near future, no synopsis will be given at this time. The discussion of the President's address was made by W. H. Sadler, Rott. C. Spencer, E. R. Felton, D. T. Ames, Geo. W. Brown, C. C. Curtiss, J. W. Warr, J. E. King, W. N. Ferris, Enos Spencer and W. J. Kinsley.

TUESDAY, DECEMBER 29, 1896.

The afternoon session of the Federation was opened with music. A song, "The Picture on the Wall," was sung by G. W. Harman, of New Orleans. This song was composed by Douglas P. Bird and dedicated to the Western Penmen's Association. A lecture, "The Cost of a Fool," by Rev. Jenkin Lloyd Jones, of Chicago, was heartily enjoyed by every member. It was full of bright thoughts and noble sentiment, and showed the Rev. Mr. Jones to be an original thinker and a man who is not afraid to express his ideas, even though they are opposed to the general opinion.

At the evening session of the Federation Miss Waller, of Chicago, favored the association with two songs. She was roundly applauded.

The address of the President of the Western Penmen's Association was next delivered by L. M. Thornburgh, Cedar Rapids, Ia. It was ably written, well delivered and showed the high ideals that Mr. Thornburgh would have each member of the association keep in mind.

"School Management," by E. N. Spellman of Chicago, was the next paper. Mr. Spellman advocated a three years' course, less advertising, no soliciting for students, teachers to have a commission interest in the school. He claimed that if more attention were given to pupils less advertising would be required, as the pupils would be the school's best advertisement. He took the teacher's side of the question as against the school proprietor, and made his points in a strong, telling manner. While the speaker held radical views, yet it was easy to see the majority of the audience were in accord with him.

"Father Spencer, His Life and Work," was a beautiful tribute by his son, Robert C. Spencer, Milwaukee, Wis. He described many personal characteristics and read several poems written by his father.

"Ode to the Pen," written by Father Spencer, was sung by the association to the tune of "Auld Lang Syne." S. S. Packard followed Mr. Spencer, and gave many personal reminiscences of Father Spencer during Mr. Packard's association with him in Bryant & Stratton's Business College in Chicago forty years ago.

"Pedagogy in Business Education," by Carl C. Marshall, Battle Creek, Mich., was a very able paper. Mr. Marshall

A. N. PALMER,
SECRETARY FEDERATION OF EDUCATIONAL ASSOCIATIONS.

took the ground that until commercial teachers study psychology and give as much attention to the theory of teaching as they do to the practice of it, they could never take the high rank to which they were entitled.

WEDNESDAY, DECEMBER 29, 1896.

The meeting opened with more songs by Mr. Palmer, which were enjoyed by all.

"Success in Business" was the theme of a splendid talk by A. H. Revell, one of Chicago's solid and prosperous business men, whose own career entitled him to talk on this theme. Mr. Revell gave the teachers much good advice.

"Fraudulent Advertising" was discussed most earnestly by B. B. Jones, Lexington, Ky., and upon his motion a special committee was appointed to draft resolutions on this matter. The committee reported later, and resolutions, after some discussion and a few changes, were adopted. These resolutions condemned dishonest advertising and the guaranteeing of positions. They were passed unanimously.

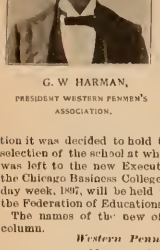
"How Much Law Should a Business Man Know?" was discussed by Hon. Francis W. Walker, ex-Assistant State's Attorney, Chicago. After stating that a business man who

wishes to succeed should go to a law office when in legal deep water. Mr. Walker proceeded to show that the business men of the country should take more practical interest in politics. Mr. Walker enthused the audience.

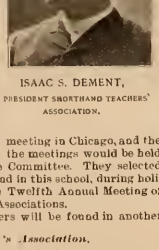
"The Detection of Spurious Handwriting," by D. T. Ames, New York, proved of unusual interest, and Mr. Ames was closely followed in his remarks by the audience. *Fac-similes* of the genuine and forged writing in a number of noted cases were distributed, and this helped the audience materially to understand the comparisons made by the speaker.

Article I of the Constitution, the name of the Federation, by unanimous vote was changed to read, "Federation of Educational Associations," which will be the name of the federated body hereafter. This change was made in deference to the wishes of the Writing and Drawing Teachers' Association. They thought the word "commercial" in the old name kept many public school teachers from joining their association.

Invitations for the next meeting were extended from Milwaukee, Chicago and New York. Upon vote of the associa-



G. W. HARMAN,
PRESIDENT WESTERN PENMEN'S ASSOCIATION.



ISAAC S. DEMENT,
PRESIDENT SHORTHAND TEACHERS' ASSOCIATION.

tion it was decided to hold the meeting in Chicago, and the selection of the school at which the meetings would be held was left to the new Executive Committee. They selected the Chicago Business College, and in this school, during holiday week, 1897, will be held the Twelfth Annual Meeting of the Federation of Educational Associations.

The names of the new officers will be found in another column.

Western Penmen's Association.

MONDAY, DECEMBER 28, 1896.

The session opened quite promptly, with President Thornburgh in the chair. After the report of the Treasurer and other business the first topic on the programme, "Methods Used in Teaching Beginning Classes in Business Writing," by C. N. Crandle, Chicago, was taken up. Mr. Crandle advocated, first, to secure the confidence of your pupils, and that methods must be adapted to the different grades of pupils. The pupils should be in a happy mood, and funny stories and ridiculous illustrations of faults are often useful. A successful teacher must be original and be a hustler. He gave six rules of success: Work, work, work, work, work, work. Discussion participated in by C. A. Faust, W. W. Terry, G. A. Harman and A. N. Palmer.

The next topic, "Odds and Ends," was by C. A. Faust Chicago. Mr. Faust said that methods of interesting a class is one-half the battle. He believes in contests, uses a camera to take pictures of groups of good writers, also has the members in the class choose sides on the old fashioned spelling school plan, to see which side can do the greatest amount of good writing in a given time. He has a budget for each student containing specimens selected daily. This is to be written up at home and to be bound and examined by the parents. The discussion was participated in by Harman, Moore, Nettleton, Kinsley, Fish and Ames.

"Teaching Left Hand Writing," by W. H. H. Garver, Peoria, Ill., followed. Mr. Garver said it was natural for left hand writers to write back hand. He gave the same exercises as for the right hand except change of slant. Mr. Garver advocated practice with both hands for young pupils, so as to encourage ambidextrous writing. Discussion participated in by Sadler, Harman, Stevenson, Moore, Kinsley.

TUESDAY, DECEMBER 29, 1896.

The first subject on the programme was "Newspaper Illustrating," by H. R. Heaton, of the Chicago *Tribune*. Mr. Heaton explained how drawings are made and cuts engraved in the various styles of newspaper illustrating. He also gave many helpful hints, told of qualifications necessary for artists, and how the young to-be artist should start. An artist with *ideas* is more in demand than one with technical skill alone.

"Revival of an Ancient Art," by C. L. Ricketts, Chicago, followed. The art referred to is that of engrossing and illuminating. After a decay of several hundred years, illuminating and engrossing have once more come to the front, and artistic work of penmen is greatly in demand.

"Business Writing," by A. N. Palmer, Cedar Rapids, Iowa, followed. Mr Palmer gave his methods of handling classes, and the convention, with pen in hand, followed the instructions. I. W. Pierson followed with some of his ideas of teaching business writing, illustrated by the blackboard.

Discussion of capitals and small letters to use for business purposes followed, and many amusing and costly errors made by telegraph operators and others were illustrated by D. T. Ames.

J. W. McCaslin gave his plan of teaching business writing, developing many good points.

At the opening of the afternoon session the President appointed a committee consisting of Messrs. Fish, Crandle and Kinsley to listen to a paper by Isaac S Dement, of the shorthand department, on "Muscle and Brain as Applied to Shorthand." After listening to Mr. Dement who advocated the wrist and finger movement for shorthand, claiming that muscular movement hindered rather than helped in speed and ease in writing, the Shorthand Association declared it to be the opinion of that body that the long hand method of teaching writing is diametrically opposed to the method required for teaching shorthand, and furthermore that penmanship teachers should be instructed to teach pupils a combined movement. Lively discussions in both the Shorthand Association and the Western Penmen's Association preceded the adoption of these resolutions. It was the opinion of all those who had the most experience in teaching shorthand, and particularly those who had taught both shorthand and long hand, that the wrist and finger movement for shorthand was less tiring and led to greater speed.

H. S. Hubble gave a most interesting talk on "Art in Advertising," reading a story in connection with it and enforcing his points by many of his own drawings made for advertising purposes, several of which have become widely known by their appearance in magazines.

J. W. McCaslin was next on the programme, with "Relative Position of Right Arm and Paper." Mr. McCaslin has many strong ideas, which he is not afraid to push to the front. In a discussion that followed F. H. Criger gave his method of developing capitals from the M exercise. A. N. Palmer discussed whether the pupils should be given a particular style in case they do not have one of their own.

WEDNESDAY, DECEMBER 30, 1896.

G. E. Nettleton opened the ball with a strong presentation of his method of teaching figures. He advocated small figures, and departed from the old-time standard form in many particulars. Discussion was participated in by Fish, Criger, Faust, Kinsley.

"Are We Teaching a Style of Writing That Can Be Retained in Business?" was J. F. Fish's subject. Mr. Fish was of the opinion that we are; that the advancement made by business colleges in the teaching of business writing was such that the students upon leaving the school were able to retain the style of writing taught them. Discussion by Weaver, Crandle, Pierson, Kinsley.

"Normal School Methods" was the topic of W. C. Stevenson, Emporia, Kans., who claimed it was absurd to teach all pupils to hold the hand in the same position. He condemned

J. E. KING,
PRESIDENT BUSINESS TEACHERS' ASSOCIATION.

vertical writing. Discussed by Faust, Mills, Moore, Crandle.

The afternoon session was opened by a paper, "Iconoclasm in Penmanship," by C. P. Zaner, and read by L. M. Thornburgh. The subject was handled in Mr. Zaner's usual masterly style.

"Movements to be Used in Teaching Business Capitals," by L. M. Thornburgh, brought out a running fire of questions and criticisms and gave Mr. Thornburgh an opportunity to explain and illustrate many of the strong points he uses in teaching. Discussed by Kelchner and others.

"Business Writing," by W. J. Kinsley, New York, followed. The speaker claimed that teachers of business writing had not kept pace with the improvement in methods of doing business and that our present style was too slow. Discussed by Crandle, Sharp, Brandrup, Kelly and others.

H. F. Keen, a Chicago public school teacher, appealed to the association to devise some plan to help the Chicago public school pupils out of the slough of chirographic despond in which they are at present. He said they needed methods and help that they are not getting.

The last number on the programme was "The Writing Teacher's Mission," which was handled by G. E. Weaver. Mr. Weaver said that the mission was a noble one, and embraced more than the mere teaching of writing.

It was voted to recommend to change the name of the federated body to the "Federation of Educational Associations."

After the election of officers, whose names are given in another column, the association adjourned.

Writing and Drawing Teachers' Association.

MONDAY, DECEMBER 28, 1896.

After the organization the first paper on the programme, "Vertical Writing in Primary Grades," was read by O J. Milliken of the Fulton School, Chicago. Mr. Milliken favored vertical writing, and from a census of opinions of the principals of the Chicago public schools it seems that they favored it too. Short speeches by members, both pro and con, followed.

Miss Lucy Keller, Duluth, Minn., favored vertical, and stated she could write faster with it than with the slant. She also said she could not see how hygienic position could be secured without hygienic desks.

H. Champlin, Cincinnati, stated that he could get no movement with the vertical, and said he could write it about three-fourths as fast as the slant. In the Cincinnati schools they use the right oblique position.

J. H. Woodruff, Indianapolis, found that the more he tried vertical the more he liked it; advocated the slide arm rest instead of resting as in the oblique position.

H. B. Lehman Valparaiso, Ind., said his observation was that not one in fifty who wrote vertical used muscular movement.

"Vertical Writing in Grammar Schools," by W. J. Black, principal Sherwood School, Chicago, Ill., brought out a number of strong points. He showed specimens of pupils' work and read letters from others giving their views on the relative merits of vertical and slanting writing.

The vertical advocates admitted that the wrist rested on the table while writing vertical, and H. Champlin claimed that no teacher can teach movement who can't use it herself. He stated that two classes of people were easily converted to vertical: First, the book agent who was put into a territory and told to get orders; second, teachers who have failed in teaching slant writing.

W. C. Stevenson and A. N. Palmer opposed vertical and J. H. Woodruff favored vertical, and E. E. Rondebush, Chicago, favored it. D. W. Hoff, Oak Park, Ill., advocated that teachers should qualify themselves to teach either slant or vertical.

TUESDAY, DECEMBER 29, 1896

"The Practical Helps Derived from a Membership of Five Years in the Western Penmen's Association," by Howard Champlin, Cincinnati, was largely reminiscent and gave expression of Mr. Champlin's views on the programmes heretofore presented by the association. Mr. Champlin wasn't afraid to speak right out in meeting, and gave some hard raps here and there in a good natured manner and gave praise where he thought it was deserved. He praised THE JOURNAL for its good work and for its stand against flapdoodleism.

Miss L. Viola Waller, Charles City, Iowa, gave a lesson in writing for the first and second grade pupils. She uses pencil instead of ink in the first grade and uses stiff ruled paper; assumes right oblique position, owing to narrowness of desks, and uses writing books every other day; introduces letters in groups according to form, beginning with small *i*; interests young pupils with little stories about letters; allows oblique holder in higher grades; has two lessons a week in high school; gives special lessons to meet the demands made by regular work.

V. M. Russell, Cambridge, Ind., gave an interesting talk on writing, and remarked that he was teaching some and was learning much more.

D. W. Hoff, Oak Park, Ill., gave a very interesting description of his method of grading and marking, which is a very novel one, and we hope to present it to JOURNAL readers in the near future. Mr. Hoff is full of ideas and devices for interesting pupils and grade teachers and getting the greatest amount of work from all.

"Writing in the Kindergarten" led to a general discussion, J. H Woodruff giving his plan of outlining the letter on the board, the child to outline it on desk with colored shoe pegs or sewing it on cardboard. Mr. Woodruff had many strong ideas about writing in lower grades, and had a novel manner of presenting the work to the children.

Miss Keller outlined the plan upon which the vertical system was built. One peculiarity of her work was the extreme size of the blackboard copies. She stated that frequently the letters were written on a scale in which the minimum letters were from 6 to 8 inches high, the stroke nearly 1 inch wide, made with the side of the chalk. She next illustrated the position of the pen, which is held with the thumb instead of the under finger at the top and with the hand turned to the right more than in the standard position.

WEDNESDAY, DECEMBER 30, 1896.

"Reasons Why Vertical Writing Became Popular," was the topic chosen by Miss Lucy E. Keller. Miss Keller is a strong advocate of the vertical style and gave an explanation of why the vertical style has encroached on the slanting style.

"Practical Writing for Public Schools; or, Why Copy-books Should Be Abandoned," furnished A. N. Palmer the theme for wholesale slaughter of copy-books and copy-book methods. J. H. Woodruff advocated the copy-books and drew sharply the distinction between the use and misuse of them. He advocated the use of copy as a means of fixing the mental copy.

C. H. Peirce at the forenoon session was strongly opposed to copy-books, and at the afternoon session had switched around and said that they were a necessary evil.

D. W. Hoff thought that special teachers were better than copy-books, but he wouldn't take the life-saving plank away from the pupil because a boat wasn't at hand. He thought that a patent medicine was a good thing to have in the house until the doctor arrived.

H. Champlin advocated the copy-books, and stated that he secures arm movement in using them. He uses plenty of practice paper in connection with them.

C. C. Curtis advocated copy-books, and said that the best books are but helps.

D. T. Ames and others took the same general line of argument—that a teacher is better than a copy-book and that a copy-book is better than nothing.

Robert C Spencer followed with a talk that was much appreciated by the younger teachers. He stated that he had been broadened by listening to the discussion and thought that they were one in spirit. He gave a topical outline of writing, and was closely followed by the audience He attributed much of the weakness of the eyes of the Germans to the angular character of their writing and printing as used in their education. He read extracts from Father Spencer's lectures.

C. H. Peirce gave his methods of teaching and explained how he started in lower grades.

After some routine business officers, whose names are given elsewhere, were elected.

Shorthand Teachers' Association.

MONDAY DECEMBER 28, 1896.

The department was called to order at 2 p m. Monday in the Metropolitan Business College, Chicago, by the Vice-President, Mrs. C. A. Faust of Chicago, the President, O. A. Whitmer of Atlanta, Ga., being absent.

The Secretary, Miss Flora Blair of Chicago, being absent, the chairman appointed Miss Hattie L. Cook of Cedar Rapids secretary *pro tem.* M. J. Ruetz, Chairman of the Executive Committee, reported the work of the committee in preparing the programme and taking other steps to make the meeting of the association both pleasant and profitable.

The subject, "Shorthand: System and Method of Instruction," was presented in a paper by D Kimball of Chicago. The paper contained many helpful suggestions, and was discussed by Mr. H. G. Healey of Cedar Rapids, Mr. Isaac S. Dement of Chicago, Mr. Chas. M. Miller of New York, Mr. M. J. Ruetz of Elgin, Ill., Mr. Farnham of Chicago and others.

The second paper of the afternoon was presented by F. M. Van Antwerp of Louisville, Ky, under the caption, "Shorthand as a Mental Discipline." The discussion of this paper was led by D. Kimball of Chicago, followed by Mr. Miller, Mr. Guest of Milwaukee and others.

TUESDAY, DECEMBER 29, 1896.

The session opened at 9.30 a.m., Mrs C. A. Faust in the chair. The topic, "Methods of Teaching Shorthand," by W. J. Durand of the West Side Business College, Chicago, was presented in a most able manner. The discussion of this paper was led by Mr. Kitt of the Metropolitan Bus. Coll., Chicago, followed by Mr. Chas. M. Miller of New York, Mr. Dement of Chicago, Mr. Healey of Cedar Rapids, Mr. C. M. Bartlett of Cincinnati, Ohio, and others.

The next paper of the morning session was "The Value of Word Signs and How to Teach Them," presented by Mr. H. G. Healey of Cedar Rapids, Iowa. This paper was discussed by Mr. Chas. T. Platt of Evanston, Ill., Mr. Dement, Mr. Miller, Mrs. Faust and others.

It was moved by Mr. H. G. Healey that a committee of three be appointed to confer with similar committees from the other sections in regard to teaching penmanship to shorthand pupils, the best movement to be used, etc. The committee appointed by the chair was as follows: H G. Healey, J. W. Durand, Isaac S. Dement.

In the absence of the President, it was moved by J. W. Durand that some member be appointed to represent the Shorthand Section at the general meetings. The motion was carried, and Mr. Isaac S. Dement was appointed.

The afternoon session was called to order by the chair. A call was made for railway certificates to be given to Treasurer. The Chairman urged all present to register who desired to become members of the department and to secure badges.

"The Watson Method of Teaching Shorthand," by John Watson of Baltimore, was presented by W. R. Smith of the Ferris Industrial School, Big Rapids, Mich. The paper was discussed by Mr. Healey, Chas. L. Platt, G. M. Guest, W. J. Durand, I. S. Dement, B. A. Farnham, Chas. M. Miller, W. R. Smith and others.

The topic "Muscle and Brain as Applied to Shorthand," was presented by Isaac S. Dement of Chicago. This paper took up the subject of the movement to be used in writing shorthand, and was listened to by the committee from the Penmanship Section. The visiting committee were W. J. Kinsley, J. F. Fish and C. N. Crandle. The discussion of this paper was general, and the following resolution, presented by Mr. H. G. Healey, was adopted:

"*Resolved*, That we as an association maintain that shorthand requires a distinct movement, and that the usual method of teaching longhand writing is not conducive to the development of ease and facility in writing shorthand, but that it is diametrically opposed to the same.

"Second, That our teachers of penmanship should teach shorthand writers the combined movement."

WEDNESDAY, DECEMBER 30, 1896.

Meeting called to order by the Chair and proceeded at once to the programme. Mr. G. A. Hawkins of Leon, Iowa, prepared a paper on the subject, "Association in the Shorthand Profession; Necessities for and Advantages of." Mr. Hawkins was not present, but the paper was read by Mr. Isaac S. Dement and followed by a very interesting discussion by Mr. G. M. Guest of Milwaukee, Mr. Ruetz, Mr. Durand, Mr. Healey, Mr. Smith.

A motion was made by W. J. Durand that a committee of three be appointed to determine upon some periodical to represent the Shorthand Teachers' Association, to be its official organ, and that the committee report through all leading shorthand magazines and by mail to the different members of the organization as to what paper was determined upon. Committee appointed as follows: H. G. Healey, Chas. M. Miller, W. R. Smith.

Second paper, "When Should the Study of Shorthand be Commenced?" by Dr Rudolph Tombo of New York, was read by M. J. Ruetz of Elgin.

The discussion of this paper and a general discussion regarding class examinations, etc., was very lively, and profitably consumed the time until noon.

The afternoon session opened at 2 p.m., with Vice-President in the chair. A call was given for one of the members to be appointed to meet with Auditing Committee, and M. J. Ruetz was appointed.

The first paper, "The Educational Value of a Course in Shorthand," was presented by J. E. Christy of Chicago. This paper was discussed by W. J. Durand, H. G. Healey, F. M. Van Antwerp.

Paper, "Method in Teaching Typewriting," by Bates Torry of Boston, was read by Miss Hattie Cook of Cedar Rapids. Discussed by Mr. Healey, Mr. Durand, J. E. Christy and others.

A motion by I. S. Dement to postpone discussions and reading of the next paper until after election of officers, etc., was carried.

Motion to suspend rules and elect officers by acclamation was carried, and the officers whose names are given elsewhere were elected.

It was moved that the Secretary be instructed to make a full report of the meeting and that copies of the same be sent to all leading shorthand magazines and penmanship papers.

Business Teachers' Association.

MONDAY, DECEMBER 28, 1896.

Pres., G. W. Brown, Jacksonville, Ill.; Secy., J. E. King, Rochester, N. Y.

Large, enthusiastic and representative gathering.

Several old wheel horses present, as well as many of the younger members of the profession.

The papers and discussions were highly interesting and profitable. The symposium was a complete success.

The best of good feeling and fellowship prevailed throughout the entire session.

Of the sixteen subjects on the programme all but three were presented and discussed.

A list of the subjects that were presented and discussed follows:

"Figures and Writing as Applied to Bookkeeping"—G. C. Claybaugh, Chicago.

He favored plain, simple, strong characters; believed that the teacher of bookkeeping is the proper person to teach writing, as he fully appreciates its bearing upon the books. Discussed by E. R. Felton, Cleveland, O., and W. H. Sadler, Baltimore, Md.

"How Shall We Teach Commercial Law?"—J. E. King, Rochester, N. Y.

An argument in favor of teaching the subject by the class method, with a member of the regular faculty as the instructor. It seemed to meet the approval of the members. Discussed by W. H. Whigham, Chicago; W. P. Richardson, Baltimore; J. A. Lyons, Chicago, and G. W. Brown, Jacksonville.

"Bookkeeping from the Business Man's Standpoint"—A. W. Dudley, Chicago.

A good practical talk showed that the speaker had an intimate knowledge of his subject. Many business men regarded bookkeeping as an expense. Speaker believed this to be a mistake. Discussed by G. W. Brown, Jr., Ottawa, Ill.; Enos Spencer, Louisville, Ky., and others.

TUESDAY, DECEMBER 29, 1896.

"Commercial Arithmetic"—C. A. Wessel, Big Rapids, Mich.

Well presented and well received. Thinks that the cultivation of the reasoning faculty and the formation of habits of rapid and accurate calculation are the two great objects in teaching arithmetic. Believes that mental arithmetic should receive more attention in business schools.

"Short Cuts and Expedients in Figures"—G. E. King, Cedar Rapids, Iowa.

Demonstrated both by his paper and by his work on the board that he has given the subject much attention and that he is an expert at rapid calculations. Discussed by G. W. Brown, R. C. Spencer, C. C. Marshall, W. E. Avery, Indianapolis, Ind., and others.

"Language and Correspondence"—N. A. Barrett, Chicago.

This was one of the best papers presented. Showed that Mr. B. is a master of his subjects, and that he is an excellent teacher of them. Discussed at considerable length by Spencer, Brown, Ferris and others.

"Figure Teaching"—G. W. Nettleton, Jacksonville, Ill.

Good presentation of his method of teaching figures. Legibility and rapidity his aim. Discussed by several of the members.

"Classification of Accounts"—Enos Spencer, Louisville, Ky.

A valuable contribution. Showed that much thought had been given to the subject and that the speaker had some well defined views as to the best method of classifying accounts. Discussed by Brown, J. R. Brandrup, Mankato, Minn.; Felton, A. L. Gilbert, Milwaukee; Spencer, Dudley and others.

"General Exercises in the Business College"—J. W. Warr, Moline.

This was in Mr. W.'s usual thoughtful and practical vein, and ran in the direct line of progress. Discussed by Spencer, Garver, Ferris, and Brown.

"School Management"—W. H. H. Garver, Peoria, Ill.

A thoughtful, sensible paper. Mr. G. evidently conducts a good school. Discussion was postponed for want of time.

WEDNESDAY, DECEMBER 30, 1896.

Entire forenoon devoted to "A Bookkeeping Symposium"—methods of teaching bookkeeping, theory and practice, being a series of brief presentations by representatives of the leading publications on the theory and practice of bookkeeping, in which was clearly set forth the special or distinctive points of excellence of the several methods now in use among the schools. The following publications were represented:

The Goodyear Publishing Co., "Office Training," by G. H. Goodyear.

The Powers Publishing Co., "Bookkeeping," by J. A. Lyons.

The Ellis Publishing Co., "Business Practice," by C. C. Marshall.

The Sadler Publishing Co., "Business Practice," by W. H Sadler.

Williams & Rogers, "Theory and Practice," by J. E. King.

S. S. Packard, "Method of Teaching Bookkeeping," by G. W. Brown.

The Practical Text Book Co., "Bookkeeping," by E. R. Felton.

No discussion.

"State Supervision of Commercial Schools"—G. M. Guest, Milwaukee.

A carefully prepared paper, in which the writer pointed out some of the defects of our present commercial educational methods and advocated State supervision. Discussed by S. S. Packard and R. C. Spencer.

"What is a Business College?"—W. W. Ferris, Big Rapids Mich.

A very able discussion of the question, and a fitting conclusion of the programme.

Officers for 1897.

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W. P., Western Penman's Association; P., Public School Writing and Drawing Association; B., Business Teachers' Association; S., Shorthand Teachers' Association. * Not present, but remitted dues.

Convention Notes.

— The weather was mild and spring like; no snow and scarcely a sprinkle of rain.

— The shorthand section was quite a surprise, as this was practically its first year. The attendance was large.

— A meeting of the former students of the Cedar Rapids B. C. was held at the Clifton House Monday evening, December 28th. The meeting was notable for the attendance of old members. Men who have been in the harness twenty or thirty years or more were numerous.

— Although the Executive Committee did everything in their power they were unable to secure reduced railroad rates, as not enough members asked for the required certificates when purchasing tickets to Chicago. It is hoped that next year all will ask the ticket agent for these certificates, so that the one-third rate for the homeward trip may be secured.

—It was much commented on how carefully papers had been prepared. Few apologies were offered, and the papers showed thought.

— Chairman O. M. Powers of the Executive Committee deserves special credit for the complete arrangements and for his thoughtfulness in taking care of the guests.

— There were a few teachers of the Chicago schools in attendance, but it was noticed here, as at other points where the meetings have been held, that there was almost a total lack of interest by the public school teachers. If the public school teachers are half as anxious as many of them would have us believe, why don't they attend these meetings when they are held at their very doors?

— The papers and addresses by those outsiders who were not members of the Convention were greatly enjoyed by all, and proved another evidence of the care with which the programme was prepared.

— The Public School Writing and Drawing Association will have a woman's administration the coming year. All officers are of the gentler sex.

— Geo. W. Brown of Jacksonville never allows interest to lag in any convention he attends. He is always ready to jump into the breach, and he kept things on the move this time.

— THE JOURNAL is under obligation to J. E. King, D. W. Hoff, Miss Hattie Cook and Chas. M. Miller for notes of the proceedings of the various sessions.

— J. W. McCaslin, penman of the Metropolitan B. C., surprised the boys by introducing many of them to Mrs. McCaslin. He was married during the summer vacation, but did not announce it.

— The quartet of "Old Young Boys," S. S. Packard, Robt. Spencer, E. R. Felton and W. H. Sadler, created much merriment by trying to have it appear that they were as young as the youngest. Although THE JOURNAL'S editor was conducting a business college years before one of the quartet at least had taken his commercial course, he (THE JOURNAL editor) was counted one of the "young" boys.

— THE JOURNAL man heard rumors of meetings of the Commercial Text Book Publishers at which plans were formulated for a system of securing the financial ratings of various schools, uniform system of discounts and other matters of mutual benefit.

— All left Chicago in a very enthusiastic mood over the prospects for the 1897 meeting.

— THE JOURNAL man had the pleasure of inspecting the new quarters of the Chicago B. C., where the next meeting of the Federation will be held. The school occupies four floors of the new building, and these floors are handsomely equipped with every necessary appliance. Messrs. Gondring, Virden and Faust will see that the Federation is given a rousing welcome in 1897.

— The exhibits were particularly fine. Scores of business colleges and public schools exhibited work of pupils, and this work was by far the best that has ever been shown at any similar gathering. When the teacher can back up his theories by showing what these theories have accomplished when put to practice, it is a strong argument.

— The exhibits of typewriters, school supplies, artists' materials, etc., was a large one. All of the typewriters exhibited had operators and people in charge to explain the workings of the machines.

— The commercial school book publishers made a particularly good exhibit, and this, together with the explanations of the various systems made before the Business Teachers' Association, was a splendid advertisement for them.

— The list of names of members printed elsewhere represents only those who paid their membership fees and regularly joined the Federation. There were probably over three hundred persons who attended the meetings of the four associations. Treasurer C. A. Faust, 45 E. Randolph street, Chicago, would like to have the names and addresses of any who joined the Federation and paid the membership fee whose names are not included in this list.

"What Hammond Says About Castronography" is a twelve-page booklet sent out by L. W. Hammond, Batavia, N. Y., advertising his knife carving on card and incidentally his pen work. JOURNAL readers should send for it.

R. C. Hartranft of Philadelphia sends THE JOURNAL a clipping from a Philadelphia paper giving an account of a will case in which the X mark signature was proven to be a forgery on the testimony of Mr. Hartranft, who does expert work in handwriting.

Crowded Out.

Lessons by F. B. Moore, F. W. Tamblyn, and many interesting articles are crowded out of this issue.

A Year's Records Relating to Business Writing.

The *Western Penman*, Cedar Rapids, joyfully announces that it published in a particular issue "848 square inches of lessons in penmanship," thus materially exceeding the number of "square inches of lessons in penmanship" published in any other paper for the same month.

We don't know anything that will better convey to an intelligent mind the radical and irreconcilable difference between the Cedar Rapids idea and that which shapes the policy of THE PENMAN'S ART JOURNAL. We imagine our astute contemporary instructing his helpers: "Dear Jones—Give us 314 square inches of lesson for November;" "Dear Smith—Your October lesson was 99¾ square inches short, so we had to chuck in a lot of odd cuts, which you will recall having appeared in various lessons periodically during the past six years," etc. THE JOURNAL'S instructions are precisely opposite. They are to condense, boil down, carve out every unnecessary word and line—to occupy the least possible space consistent with the clear, forceful presentation of the subject. As to how many "square inches of lessons," or how many different concurrent lessons covering the same ground, a student is supposed to have the capacity for masticating and assimilating, THE JOURNAL hasn't the least notion. It's idea, right or wrong, is that the average student will be best served by one series of lessons at a time on a given subject, constructed in utter disregard of thumb-rule, square or compass. It believes that in connection with this series the greatest benefit may be had by eliciting the opinions of teachers on one or another of the points pertaining to the subject in hand, thus bringing a strong light of theory and practice to bear upon each component part of the structure that is being erected in the student's mind. Its idea is that this stimulates the student's thinking powers without the confusion incident to following two or more sets of connected instruction on the same subject. The shorter such contributions and the more of them, within reason, the better. The idea is practically the same as that carried out at our conventions, when one member devotes half an hour to a carefully prepared paper on a given subject, and another half hour is given to a general discussion, each participant having a few minutes in which to exploit his views on a particular phase of the matter that appeals to him.

Of course, it all depends on the point of view whether this or the "square inch" method is preferable. There is no law that we know of against gauging the value of instruction by a foot rule, any more than there is against appraising a preacher's salary by the length of his sermons. Possibly that is the custom in Cedar Rapids.

Moreover, THE JOURNAL confesses to some difficulty in getting from its contemporary a clear view of just what features of instruction are worthy of the square-inch treatment as "lessons." Any contribution, in word or picture, that tells a student anything that he should know, or helps him to get rid of anything that he should not know, in THE JOURNAL'S opinion, is a "lesson," whether so labeled or not—no matter if it fall within a paltry half-foot of the Cedar Rapids yard-stick.

If we were called upon to make a comparative exhibit of the Business Writing features of the *Western Penman* and THE PENMAN'S ART JOURNAL respectively, we know of no fairer way than to make it include the entire year just past (instead of one picked issue); and this is about the shape it would take:

Assuming the number of different contributors of specimens of Business Writing (illustrations, with and without text) to THE JOURNAL during 1896 to be represented by this line—

the number of similar contributors to the *Western Penman* during the same period would be represented by this line—

If we should confine the comparison to the number of different contributors of illustrated articles on Business Writing—excluding illustrations without text—THE JOURNAL'S line would be like this—

and the *Western Penman's* line would be like this—

Now, to complete the comparison, we only have to size up the relative number of different contributors of unillustrated articles on Business Writing. THE JOURNAL'S record for 1896 runs this far—

and the *Western Penman's* record for the same year runs this far—

*

* N. B.—The indices inclosing the *Western Penman's* line do not count in the measurement. In fairness to our enterprising contemporary we wish to be sure that the line representing his valued accomplishments in this direction shall not evade the unassisted human eye-sight.

EDITOR'S CALENDAR.

SMITHDEAL'S PRACTICAL GRAMMAR, SPELLER AND LETTER-WRITER. By G. H. Smithdeal. For use in business colleges, academies, public and private schools. Cloth, 220 pages. Price, 75 cents. Introductory price, 60 cents. Introductory price of each part bound separately, 25 cents. Published by B. F. Johnson Publishing Co., 3-5 South 11th St., Richmond, Va.

One hundred and four pages of the book are devoted to grammar, treating of words frequently used incorrectly, with rules for capitalization and punctuation. The idea has been to eliminate technicalities and to make the subject as simple and attractive as possible and as brief as is consistent with thoroughness. Everything of practical importance is treated in the work, and it is condensed into as small space as possible. Spelling covers 52 pages, embracing nearly 5,000 words, which were selected with great care. About one-half of the words are defined. Words used not only in business, but in all the departments of life, that are liable to be misspelled are included. The rules for spelling are also given. The letter writing part embraces 68 pages. A large number of model forms are given, showing the learner how to begin and end letters and to fold and insert them in envelopes, etc. In addition there is a full list of business forms, with instructions for writing them. The book is decidedly practical in all three departments, and is particularly adapted to the wants of commercial schools and commercial departments.

DRAUGHON'S MANUAL OF RAPID BUSINESS WRITING. Paper, 36 pages. Price, $1. Published by J. F. Draughon, Nashville, Tenn.

We have reviewed this before when it appeared in other forms. The style given is rapid, coarse pen business hand, and here and there for variety some few lines of shaded ornamental writing. The instructions are brief, the business writing good.

BUSINESS PRACTICE; OR, HOW BUSINESS IS DONE. Cloth, 70 pages. Published by O. M. Powers, Chicago, Ill. Price, $1.

Mr. J. A. Lyons, for many years connected with the Metropolitan Business College, Chicago, Ill., has seen the need of a work that would give the student some idea of how many things in the business world (that cannot find their way into the ordinary book keeping text books) are done. This work breaks away from the usual instruction along the line of book-keeping, and deals with transactions of business itself. Various kinds of business papers are illustrated and explained. Instructions about banking are given in detail. How to draw checks, keep stubs, how to deposit, indorsements, collateral notes, judgment notes, how collections are made by draft, how to remit money, various kinds of banks, trust companies, are explained, the different kinds of money, how to detect counterfeit money, exchange, foreign exchange, clearing house, express companies and express money orders, post office and postal money orders, registered letters, railroad and transportation filing of correspondence, commercial agencies, corporations, stock exchanges, boards of trade, insurance, etc. This mere outline of the contents of the book will give an idea of the work covered and how valuable it is. It is just such a work as every commercial college student should have at his elbow while pursuing the course, and is no less valuable for business men as a reference book.

DEMENT'S PITMANIC SHORTHAND. By Isaac S. Dement. Third edition. Revised and re-engraved throughout. Cloth, 264 pages. Price, $2. Published by Isaac S. Dement, Chicago, Ill.

That Mr. Dement is capable of practicing what he preaches is shown by the fact that repeatedly he has written as high as 300 to 400 words per minute in the style of shorthand advocated in his book. The system of shorthand presented is an adaptation of the one given to the world by Sir Isaac Pitman. Mr. Dement believes that the system of shorthand that will meet all demands should be one so constructed that the enlarging and shattering of outlines which result when a writer is pushed to his limit of speed will not destroy the legibility of the notes. Therefore, outlines or phrases which depend entirely upon length should be avoided. With this as his foundation principle he has built his system. Mr. Dement further believes in but one style for beginning and advanced students. Consequently he doesn't change any of the characters after having once launched a student on them. Part 1 of the book, 108 pages, is devoted to theory, which in turn is divided up into three grades of lessons. Part 2 is devoted to practice, including nomenclature, word signs, terms, phrases and names. A particularly valuable part of the book is the chapter "Points to Students." In this Mr. Dement gives the shorthand student some most excellent advice. Among other things is a carefully selected list of good books to be read and written by the student who hopes to make a success of higher shorthand writing.

ADVANCED DRILLS ON GRAHAM SHORTHAND. By Geo. A. Jones, Prin. Shorthand and Typewriting Department, Draughon's Practical B. C., Nashville, Tenn. Cloth, 112 pages. Published by J. F. Draughon, Nashville, Tenn.

This book, as its name indicates, is not intended for beginners. It is meant to benefit those who are able to take general dictation. The main feature of the book is to apply, without formally introducing them, principles with which the student is supposed to be conversant.

REPORT OF THE TESTIMONIAL BANQUET TO S. S. PACKARD ON HIS 70TH BIRTHDAY, GIVEN BY HIS FRIENDS, APR. 28, 1896.

This, in pamphlet form, is a complete account of the banquet given to Mr. Packard on his 70th birthday by his friends, together with the speeches made, names of contributors, names of those present on the occasion, also cuts showing cup, log cabin, etc. The first printing of this book was something of a failure, and another and handsomer volume will soon be ready, when all subscribers will receive complimentary copies.

He who loves to read and knows how to reflect has laid by a perpetual feast for his old age.

Business Education, published by J. W. Warr, Moline, Ill., has been succeeded by *The Practical Age*. As the name indicates, the new periodical will have a wider field. The first issues make a good showing.

F. W. Tamblyn, manager of the National Penmanship Co., 712 Olive St., St. Louis, Mo., has issued a neat catalogue describing courses of instruction by mail and the various styles of pen work turned out by the company. It also has price list of artists' supplies.

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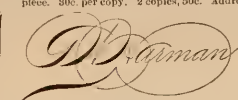

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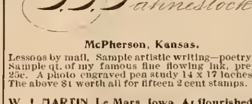

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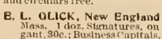

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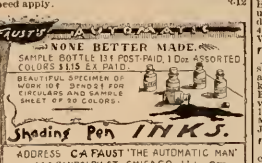

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YOUNG MAN familiar with Dement, Day and Graham shorthand, typewrit., correspondence and spell., who can assist in gram. if necessary, is open for immediate engagement. Has common school education and attended State normal school. No experience as teacher, but is thoroughly familiar with newspaper work, reporting, etc. Age 24; weight 140; height 5 ft. 9 in.; married. Good references, low salary. Ready now. Address "R. U. O.," care PENMAN'S ART JOURNAL.

TEACHER of pen., book-keep., com'l law, gram., com'l. arith. and all common branches is open for engagement. Has attended Carrolltown, Pa., Nor., State Normal and Ohio Nor. Univ. Has had four yrs.' teaching experience and taught pen. at nor. univ. Familiar with W. & R's. and Gottschall's book-keep. Good health; age 24; weight 180; height 5 ft. 9 in.; unmarried. Strong references; moderate salary; ready any time. Address "Z. E. W.," care PENMAN'S ART JOURNAL.

AN ALL-ROUND bus. coll. teacher capable of handling in addition Eng. His., physiol., philos., geog., math., etc., is open for immediate engagement. Is a graduate of pub. school, bus. coll. and nor. school. Has had 6 yrs.' experience in pub. and private schools. Familiar with W. & R's., Packard's, Powers', Sadler's and Practical texts. Age 27; weight 150; height 5 ft. 10½ in.; married. Strong references. Moderate salary. Address "S. A. M.," care PENMAN'S ART JOURNAL.

LADY TEACHER of Eclectic Shorthand and typewriting and common branches, with common school and bus. col. education, is open for engagement. Has had 5 yrs.' bus. coll. experience. Good health; age 33; weight 143; height 5 ft. 6 in.; unmarried. Strong references. Wants moderate salary. Ready any time. Address "FRANKLIN," care PENMAN'S ART JOURNAL.

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TEACHER of pen. and common branches desires position in nor. bus. coll. or as sup'r. of pen. He is a graduate of Zanerian Art Coll., Columbus, O., and has had 10 yrs.' experience in common schools. Good health; age 29; weight 165; height 6 ft.; unmarried strong references. Moderate salary. Ready Apr. 1st or sooner if necessary. Address "PENMAN," care PENMAN'S ART JOURNAL.

A STRONG TEACHER of book-keep., pen., correspondence, bus., arith., who has had considerable experience in school management, selling tuition and expert work in book-keep., is open for immediate engagement. Has pub., nor. and bus. school training. Ten yrs.' experience in bus. col. Familiar with W. & R's., Sadler's and Powers' texts. Age 30; weight 165; height 5 ft. 9½ in.; married. Strong references. Wants fair salary. Ready now. Address "L. A. H.," care PENMAN'S ART JOURNAL.

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Application.

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P. N. WENRICH.

Registration.

Sept. 17, 1896.
Enclosed please find registration fee and filled application blank. Respectfully,
P. N. WENRICH.

Consummation.

Sept. 23, 1896.
I have accepted a position with Williams Coll. of Bus., Sunbury, Pa. Yours truly,
P. N. WENRICH.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

A Tale in Two Chapters.

CHAPTER I.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

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Fraternally yours,
E. H. MOHSE, Prop. Hartford, Conn., Bus. Coll.

CHAPTER II.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

DEAR SIRS:—I have accepted a position with E. H. Morse of the Hartford, Conn., Bus. Coll. Will comply with terms at once as per contract. I joined another teachers' agency and received *no notices* of vacancies. Your agency is *the* one for me.
Respectfully,
A. H. Kip, Napa, Cal. Coll.

We have hundreds of similar letters on file.

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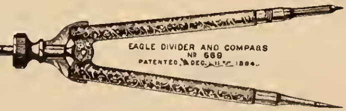

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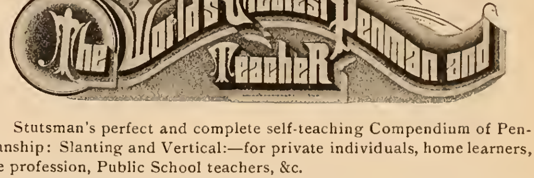

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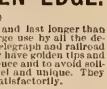

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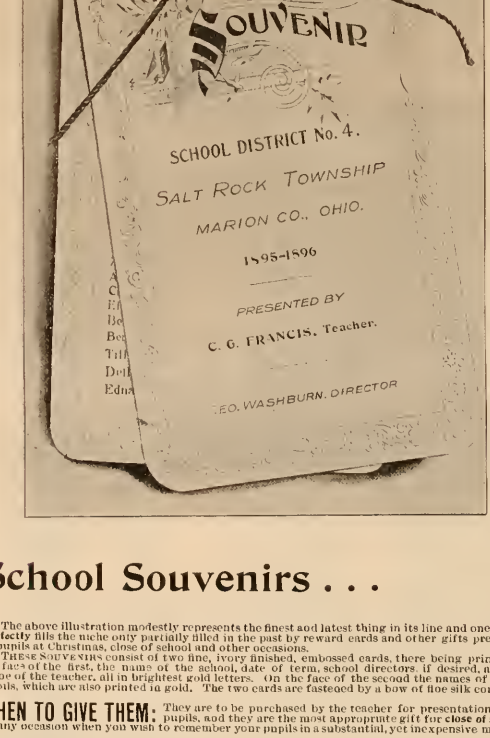

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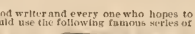

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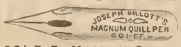

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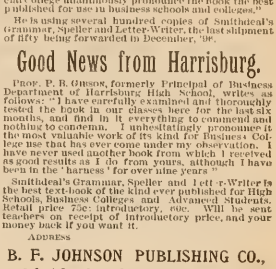

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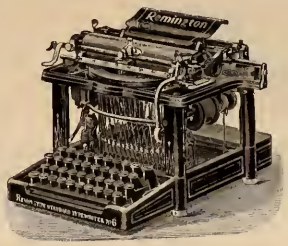

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"When the School Board of Salt Lake City decided to adopt the vertical system of Penmanship, no one among the teachers knew anything about writing or teaching. I was teaching in a grade at that time and began to look into the subject for my own benefit. I did not succeed in finding much information or assistance until your books came.

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BY

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No. 2.

To the Student.

No. 12.—If you have already made a beginning in this work, have determined to do your best in learning from these lessons, do not allow yourself to become discouraged if at first you do not improve as rapidly as you think you should. You will succeed if you have the willingness to work and the desire to receive instruction. There is but one way to learn, and that is by work, work, work; practice, practice, practice; intelligent practice, effort properly directed. Do not get the idea that you are an exceptional case and can learn in a shorter time than other people. Do everything as outlined, and I care not if you are the chief among poor writers, there is hope for you. If you do everything as outlined in these lessons you are bound to make substantial improvement. Writing is not a natural gift, is not limited to the few, and a good, plain, rapid hand belongs to you if you have the energy to work for it. If you think you have sufficient energy, then go to work and work with a will. I am not satisfied as yet with your work on the first lesson. I am a firm believer that we seldom do our best. Those who think they have finished the work in Lesson One and are ready for more advanced work rarely make the improvement they should. The copies presented in the first lesson cannot be "finished" in just a few days. They furnish material for practice for the advanced as well as the beginner.

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No. 13.—As has been stated before, the most important thing for the learner to acquire is a light, elastic muscular movement. In order to accomplish this more time should be spent in practicing the *large* exercises in Lesson One. Those who have been used to writing with a slow, cramped movement will find these exercises of special benefit in learning to use the arm in place of the fingers Unless a free action of the arm is fully established, the student should confine his practice exclusively to the large exercises. They give force, strength and freedom to the stroke that cannot be secured in any other way. These exercises will enable the student to move the arm in every direction and with the greatest facility.

Be in no hurry to take up different work. Practice upon the few exercises already given, and be sure, be very sure, that you can make all of the different movements in Lesson One before attempting the work in this lesson.

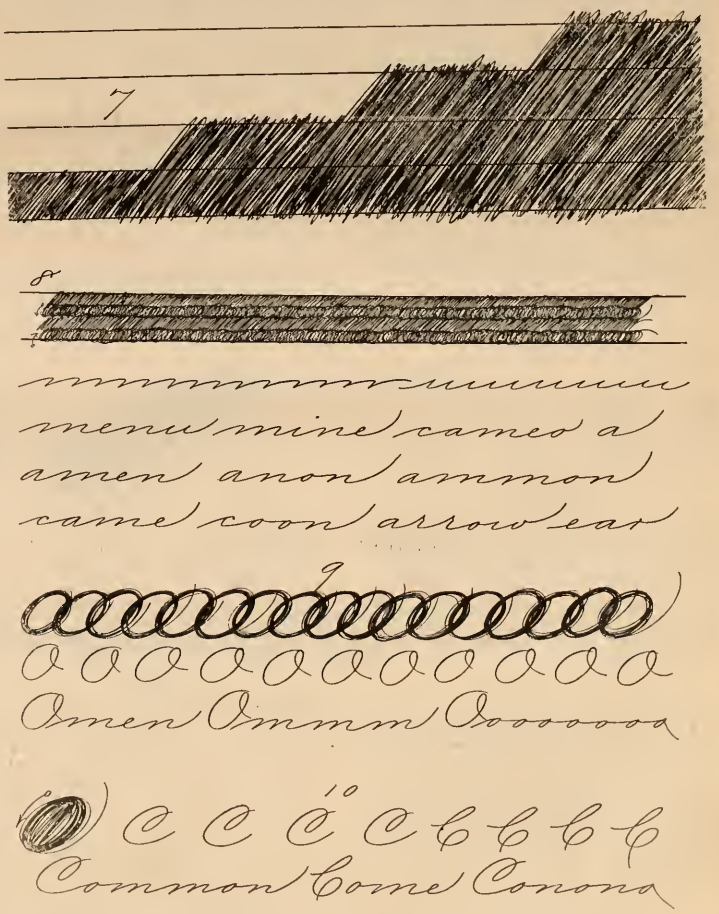
The Oblique Exercise

No. 14.—Notice No. 7. This is the same exercise as given in Lesson One. First make it one space in height, then two, three, four, five and even more if you can without sliding the sleeve on the table. Force the arm to move rapidly in and out of the sleeve. Move at a high rate of speed, and make from 200 to 150 pulls toward the body per minute. Try to get the down lines on the same slant and make lines compact. Work out nearly every particle of white between lines. Fill several pages with this copy, as the motion produced in making the oblique exercise is one of the most valuable used in writing.

The Small Exercises.

No. 15.—While the large exercises are indispensable, still the small exercises have as great a function to perform as the large ones. The former gives strength and character to the writing, the latter tones down and brings the muscles of the arm under control for practical writing purposes. All practice on large exercises, after a given degree of excellence has been attained in movement, tends toward developing a wild and reckless style of writing. This wildness is a desirable thing in beginners, for when the muscles are brought under control, through the practice of small exercises, a free and rapid hand is the result; while those who have never had the large exercise practice write an uncertain, trembling and usually slow style.

Now, those who have followed the instructions thus far should have a wild, reckless movement. They should be able to move the arm in every direction without the use of the fingers, should make all



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON IN RAPID BUSINESS WRITING.

of the large exercises with the greatest ease and should maintain a good position of the hand and body at the table.

If your movement at this time takes in a wide scope, although difficult to govern, your efforts have been directed in the right channel. This movement is too large for small writing, and needs to be brought under subjection to the will. The first exercise in No. 8 will give you a control over movement that will make the practice of small letters a pleasure to you. Remember these exercises are made with the arm movement, and if the fingers are used the value of this practice will amount to nothing. Make at least four rows of exercises between the two blue lines. The small oblique exercise is first introduced, then the direct oval, then the oblique, then the reversed oval. This kind of practice gives us just the same short, straight lines and curves that are used in small letters and are made about the same size.

How to Practice.

No. 16.—Do not practice longer than one hour at a time. The first part of the hour should be devoted to large exercises, even after you are capable of making them well. This will insure freedom of motion and smooth lines. Label one page LARGE EXERCISES and another SMALL EXERCISES. Practice large exercises for at least ten minutes, then take your page of small exercises and practice those for at least thirty minutes. It is here we want the most work at present It is a good plan to practice making more than four rows of exercises between the lines, simply for the command it gives over movement. This practice is excellent as long as the arm is used as the propelling power. In order to make it plain to the beginner regarding spacing, speed, etc., we have mapped out ten lessons from the copies on Plate 8. After the movement practice has been performed as described above, there still remains about twenty minutes for work on one of the following lessons. The tendency is to spread the writing over too much ground. Write exactly the same number of words to the line as indicated. You do not understand speed. Then time yourself and keep up with the schedule :

Lesson.	Copy.	Words to the line.	Number words to the minute.
One	*menu*	6	24
Two	*mine*	6	24
Three	*camea*	5 cam	22
Four	*amen*	6	24
Five	*anon*	7	25
Six	*ammon*	4 am	18
Seven	*came*	6	24
Eight	*coon*	6	24
Nine	*arrow*	6	20
Ten	*car*	9	28

The Capital "O."

No. 17.—Before practicing on the "*O*," work on the direct oval retracing exercise, making seven down strokes in each. Make exercises close together as in copy. This should fill the space between the blue lines. Make the "*O*" next with a rapid motion. Keep fingers quiet. Make at least 60 to the minute and increase to 90. Endeavor to make good forms. Count 1—2 for each letter. The other small letter exercises will help to keep the movement down while making the "*O*."

The Capital "C."

No. 18.—Practice on the first exercise in No. 10. Begin by making the oblique exercise and gradually work out to the oval. Make at least 50 of these exercises before attempting the capital. Two styles of the letter are given, and both are practical forms. In making the first form, try to get the down lines as near parallel as possible. Use an easy movement and avoid the jerky, spasmodic motion. Count 1—2 for both forms. Work for speed as well as form. Make 75 to the minute. The word "*Common*" should be written without lifting the pen, and write four to the line.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS, IND.

No. 1.—Plan of the Lessons.

As the editor of the PENMAN'S ART JOURNAL desires me to run a course of lessons in Ornamental Writing through the columns of this paper, I have decided so to do to the best of my ability.

My aim is to have these lessons as strong and practical as possible for the amount of space to be used. Any suggestions that would be helpful to me, in strengthening them or making them more instructive and beneficial, would be most cheerfully accepted and highly appreciated.

They are not prepared, however, for the most severe criticism of our more eminent penmen, but merely to give an insight and foundation principles in this particular line of penmanship, which so many admire and are yet unable to execute. Neither are they designed for those who wish to acquire a handwriting for the business world, but they are prepared in a brief manner for the large army of readers who wish to further their interest in penmanship more than the plain business form.

I take for granted that those who follow these instructions have at least some idea of muscular movement, and are standing on a little higher plane than those who are just learning the value of good writing. I also suppose they have some knowledge of the art, and have practiced long enough to know well the importance of following and heeding each word of instruction.

Specimens Wanted.

May I ask each student who expects to enter this course to mail me at his earliest convenience a good specimen of his shaded penmanship, containing both capitals and small letters, name, address, etc., also one or two of his best pages for my criticism each month following throughout the entire course? This, I trust, will not be neglected, as it will be of great advantage to me in preparing these lessons and very helpful to those pursuing them. Address me care Indianapolis Business University.

Materials.

Suppose we equip ourselves now with a few of the little necessaries, such as blotter to put on desk, oblique penholder, good black ink, pens and an abundant supply of first-class foolscap paper. I recommend for pens Gillott's Principality, No. 1, and for ink Arnold's Japan mixed with about one-half fluid.

Now for the Start.

Remove all unnecessary clothing from the arm, roll up your sleeve, take a square position at the desk and place your paper parallel with the arm so you may be able to move your hand the full length of the line without lifting the pen.

Plate Number One.

Begin on the continued oval or exercise No. 1, keeping it about the same in height, width and slant as given in the illustration.

Work with an unflagging energy, until you have obtained a free, easy movement, making from five to six ovals per second, continuing the whole length of the line without slackening the motion or sliding the arm at the elbow.

Copy No. 2 is the same as No. 1, only it is the reverse. Notice the direction indicated by the arrows.

Plate Number Two.

The flat oval, or copies Nos. 3 and 4, should be retraced at least ten times, having the long way parallel with the base line and moving to the right one-half space each time without lifting the pen. Write not less than four pages of each, keeping your papers as clean as possible, as they should be filed away in consecutive order for future reference.

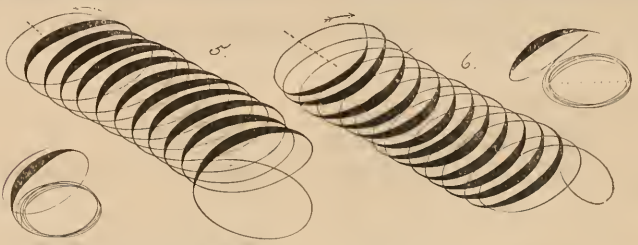
Plate Number Three.

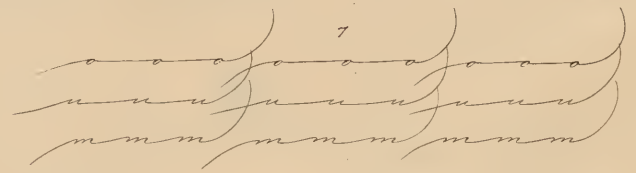
If you have followed closely the foregoing suggestions, then try your hand on the shaded oval. Load your pen well with ink, strike out with confidence, and make not less than ten or twelve downward strokes before stopping. Shade heavy and have the widest part of the shade in the center. Notice the general direction of the exercises given, and be sure that you have your shades begin and end with a hair line.

Do not become discouraged should you not succeed at first, but instead, go back and criticise your work, mark in red ink every mistake, then prove to yourself that you have some wisdom and thought by correcting these errors. Remember, it is not how much you practice, but how well ; not the amount, but kind ; not quantity, but quality.

Plate Number Four.

The capital letters *A* and *O* are given to show the





THE ABOVE FOUR CUTS ARE BY F. B. MOORE, ILLUSTRATING HIS LESSON IN ORNAMENTAL WRITING.

importance of mastering well these exercises. With such principles you can move on toward success, but without them you are retarded.

Copy No. 7 is something that will give you excellent practice in getting the swing for the minimum letters. Have three letters to the group, three groups to the line and four lines between the ruled lines. Begin and end each group with a long curve, and be very careful not to allow your work to be larger than the copy, or your turns at the bottom of your *u*'s or at the top of your *m*'s to be sharp. This is very important, even though it be small.

Let me urge you to practice repeatedly on the exercises given this month, and if you are interested, enthusiastic and systematic in your practice, you work will be a source of pleasure. Stick to this lesson until the next reaches you.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

C. S Hammock, Wray, Colo
J. Leadbetter, Garden City, Mo., Nor. & Bus. Inst.
A. W. Wilhite, Garden City, Mo.

Amateur.

Miss Maymie O'Donnell, Wray, Colo.
Miss Ollie Lepper, Wray, Colo.
Miss L. M. Butts, Wray, Colo.
Andy Hoy, Wray, Colo.
Burt Smith, Brush, Colo.
C. N. Nevitt, Curdsville (via Ellendale), Ky.
A. W. Walker, Ellamere, Del.
J. E. Stone, Ursinns Coll., Collegeville, Pa.
N. S. Lane, Manti, Ala.

— Our subscribers will remember that there is no charge for having name and address inserted in this department. The only obligation attached is that those who join send specimens of their best writing to the other members of the department.

— A splendid specimen of automatic pen work in several colors comes from A. B Cushman, automatic pen artist, Humboldt, Kan. Mr. Cushman's work is accurate and graceful, and he blends the colors beautifully. Specimen collectors should have a couple of pages in their scrap books filled with Mr. Cushman's work.

— Some fine ornamental writing comes from W. J. Elliott, Prin. Central Bus. Coll., Stratford, Ont.

— J. C. Olsen, penman of the Stanberry, Mo., Nor. Coll., sends some fine ornamental writing. He has vigor and grace, and is coming to the front as one of our best ornamental writers.

— A very dashy flourish and some fine ornamental writing has been received from W. R. Odegaard, penman, St. Ansgar, Ia., Seminary and Institute.

— C. W. Jones, Brockton, Mass., is able to put dash and grace into his writing, whether it be business or ornamental, and we have before us some splendidly written cards that give indication of fine control of the hand and arm. Mr. Jones' business writing is a model. Students and young penmen should have a collection of Mr. Jones' best work for their scrap books.

— From T. S. Overby, Taylor, Wis., we have some gracefully executed ornamental signatures, and some splendid business writing. He has command of the business style that we much admire.

— C. S. Hammock, Supervisor of Writing and Drawing, Wray, Colo., favors us with some excellent ornamental signatures.

— A dashy bird flourish comes from J. J. Reese, Newnan, Ga.

— C. E. Rust, the penman tinamitu of Brandon, Vt., still retains his grip, as shown by the handsomely written letter lately received from him.

— W. R. Baker, Orpha, W. Va., sends THE JOURNAL specimens of his writing executed on January 1, 1896, and another executed on January 1, 1897. These specimens show a most decided improvement, particularly in the matter of movement. He states that this improvement is due to THE JOURNAL.

— A dashily written letter comes from J. E. Tuttle, Oil City, Pa., B. C.

— A circular with some handsome specimens of resolution work has been received from Samuel D. Holt, penman and designer, 1018 Chestnut St., Philadelphia. Mr. Holt has lately purchased the business of J. B. Graff.

Students' Specimens.

— A large package of samples of the writing of students of W. A. Ross, Massey Bus. Coll., Columbus, Ga., shows that Mr. Ross believes in movement and is successfully teaching it. All of the writing is free and gives every indication of speed. Among the best writers are: C. A. Miller, Edgar Mitchell, C. M. Jones, C. H. Venable, H. Daniell, G. B. Wood, L. R. Cauley, Geo. Burrus, J. R. Ritter, Edgar McCrory, G. R Poddy, Rose Bailey, R. S. Beckham, L. W. Youmans.

— Specimens of business writing from J. M. Ward, a three months' night pupil of T. T. Wilson of the Brockton, Mass., B. C., would indicate that Mr. Ward would naturally drift into the professional rank. He has speed, movement and form.

— From C. E. Birch of Birch's Correspondence School, Oak Mills, Kan., we have received a package of specimens of students writing. This is the first we remember to have had from students of a correspondence school, and if all are getting as good instruction as these specimens would indicate, they are indeed fortunate. The work received by THE JOURNAL embraces figures, movement exercises, etc., all good, and the movement exercises particularly so. Among the best writers are the following: O Hastings, Ernest McGuire, Ida Saxe, Pearl Adams, E. McGuire, August Zacharias, William Zacharias.

— L. C. McCann, penman of Williams Coll. of Bus., Mahanoy City, Pa., has good control of the pen. He sends us some finely written ornamental capitals and a couple of graceful flourishes.

Business Writing Teachers' Open Court.

Friend Kinsley— You have in this a fair sample of my business writing
E. T. Overend.

BY E T. OVEREND, SPENCERIAN BUS COLL., EVANSVILLE, IND.

A fair specimen of my plain writing for business.—
Yours truly
—O. E. Ofstad.—
Credit to the "Journal"

BY O. E. OFSTAD, SCHOOL OF PENMANSHIP, MINNEAPOLIS, MINN.

Sodaville, Oregon, Jan. 1, 1897.
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
Rapidly written Business Caps.
By
J. C. Fowlie.

BY J. C. FOWLIE, SODAVILLE, OREGON.

Specimen of my plain rapid business writing

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

BY J. O. HARDWICK, SAC CITY, IOWA, INSTITUTE.

Pittsburg, Pa., Dec. 24-96.
Friend Kinsley:—
In this you have a fair specimen of my plain business penmanship.
Yours truly,
H. G. Burtner.

BY H. G BURTNER, HIGH SCHOOL, PITTSBURGH, PA.

Penmanship and Drawing For Public and Graded Schools.

LESSONS IN DRAWING.

BY A. C. WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

(These lessons began in the January, 1897, number of THE JOURNAL, and subscriptions may start with that number if desired.)

Number 2.

Primary Grades.

The representation of form in various materials is one of the delightful pastimes of childhood. The making of cakes and pies in the delicious plastic substance called by grown-up folks mud, the cutting of paper men with toes turned out and jointless limbs, the building of forts and railroads and tunnels in the sand are all in a broad sense drawing.

This natural desire of young children for the representation of objects is the foundation upon which all form study in our schools should rest. It is the tender sprout which should be watched, nourished and pruned occasionally, if needed, until it grows into a strong, healthy tree bearing fruit in due season.

Be careful how you handle the tender shoots. Encourage, stimulate, guide, be sure that you do not crush or pluck up by the roots. A six-year old child's concept of form is generally better than he is given credit for. What a child puts on paper in making a drawing is not an index of his seeing. His drawing usually bears but a slight resemblance to what he would do if his hands were trained equal to his eyes. Many children draw with pencil and paper for the first time in school. What wonder then if the untrained hand refuses to obey the commands of its young master and persists in making corners where curves were intended.

The original drawings in first plate are the work of as many different children from five to eight years of age, and show the character of drawing the average child does upon entering school. A careful study will show that there was more thought behind them than would appear at first glance. Every primary room in the country can produce an unlimited quantity of such drawings.

What to Draw.

The child during first and second years in school is willing to draw anything. Nothing is too difficult. He will attempt the complications of a locomotive with the same confidence that he would the outlines of a square, and would probably get as much good and certainly more pleasure from his attempt.

It makes but little difference what first-year pupils draw so long as their interest is kept up and they are drawing something they have seen and understand. Do not require children to draw figures that to them are meaningless; they soon tire of practicing merely geometric outlines and may get a decided aversion to drawing.

A boy recently gave as an excuse for his poor work that they didn't teach drawing where he went to school last year; and when asked if he didn't draw in a book with a pencil, said, "I didn't know that was drawing; we didn't make anything but rounds and squares."

When squares are drawn, have them made for a purpose. Turn them into boxes, or books, or houses or picture frames. When straight lines are practiced have the children understand that they are drawing hoe handles, or canes, or lead pencils or telegraph poles. If circles, call them bicycle wheels, or balls or dollars.

Drawing from Copy.

A few years ago the kind of drawing taught in most schools consisted almost entirely of copying the outlines of figures made by another. The results showed that while many could do beautiful work from a good copy, to place before them an object to work from they could do nothing. Some prominent educators, who are just like other folks in this particular, saw the mistake that was being made and immediately flew to the other extreme and said, "Do no copying from the flat. Let all drawings be from the object. Put something before the child and let him draw it as he sees it." One of these extremes is as bad as the other. In the primary grades a great deal of time can be profitably spent in copying simple outline drawings of familiar objects. Such work not only gives the child necessary training of the eye in measuring distances and getting proportions and directions, but also furnishes the proper training for the little fingers to enable them to transfer to paper the impressions received through the eye. When a little fellow has drawn a three or four cornered circle (as most will in the beginning) the teacher can, by asking him how he thinks it would do for the wheel of a baby carriage, impress upon him the importance of geting rid of the corners.

The teacher should bring to school from time to time simple objects suitable to draw such as hatchets, spoons, rolling pins, goblets, vases, jugs, fruits and vegetables and many other familiar objects found about the homes. A mounted squirrel or bird is a never failing source of delight and has some advantages over the live animal from the fact that it will remain in one position as long as wanted.

How to Draw Copy for This Lesson.

In the second plate are shown a few outlines of objects suitable for beginners to draw, either from copy or from the object. The drawings should be made considerably larger than here presented. Large, bold drawings should be encouraged.

The best results can be secured on loose paper and pupils should be given but one sheet at a time.

Objects having straight edges may be drawn first; but there is no good reason why a child during his first year should be limited to straight lines.

An Interesting Plan.

A very interesting and instructive plan is to classify objects according to their uses or qualities. Several lessons may be profitably given on the different kinds of fences and gates. Then things good to eat, things to pound with, things to wear, things to dig with, etc. The same figure should be drawn two, three or more times, but may be varied in position to avoid sameness.

BY A. C. WEBB, ILLUSTRATING HIS LESSON IN DRAWING.

After Superintendent Greenwood.

EDITOR PENMAN'S ART JOURNAL:

We read the PENMAN'S ART JOURNAL down here, and are always glad to get it. It is surprising that such literature as the PENMAN'S ART JOURNAL, contributed to by such an army of authors, artists and literary giants as

there are, could go out over this great world of ours and yet there exist such men at the helm of schools as Professor Greenhorn—I mean Greenwood—over at Kansas City. We teach muscular movement business writing, as is advocated by the PENMAN'S ART JOURNAL, and believe in having a specialist in writing and drawing in every school, however small. Accept the challenge, and send in your five specimens of writing, Brother C. H. Peirce. I'll go you bulvers.

V. T. ELY.
Teacher of writing Stanley's Business College.
THOMASVILLE, GA., December 1, 1896.

Recent Public School Book Adoptions.

Writing.

Teachers' College, New York, N. Y.; Mt. Morris, N. Y.—American Copy Books.

Los Angeles, Cal.; Tarrytown, N. Y.; No. Tarrytown, N. Y.; Beach Lake, Pa.; Revere, Pa.—Spencerian Vertical Copy Book.

New London, Pa.—Spencerian Copy Book.

West Creek, N. J.—Appleton's Copy Books.

Newlands vs. Champlin.

KINGSTON, ONTARIO, December 8, 1896.

TO THE EDITOR:

The inclosed copy of a letter, to which I received no reply, tells its own story.

My offers to enable Mr. Champlin to prove his assertions did not, I thought, leave a hole large enough for him to crawl out of, but I evidently did not have his proper measure. I shall pay no further attention to these would-be critics, who are, it is plain to see, seeking "some free advertising."

Yours truly,
A. F. NEWLANDS.

KINGSTON, ONTARIO, November 21, 1896.

MR. HOWARD CHAMPLIN,
Supervisor of Writing, Cincinnati, Ohio.

DEAR SIR: Inasmuch as the extract from your letter in the November JOURNAL may, by some, be mistaken for a partial acceptance of my proposition that we have an impartial comparative test of the writing of our pupils, I feel that it deserves some notice.

I am willing to enter at the Chicago meeting of the Writing and Drawing Teachers' Association work of our pupils in competition with work of your schools.

THIS IS ABOUT THE SIZE MR. NEWINART FEELS BEFORE MAKING HIS FIRST ATTEMPT TO SKETCH FROM NATURE. THE FIGURE AT THE EXTREME RIGHT SHOWS HOW HE FEELS AFTER MAKING THE ATTEMPT. BY G. L. FUHNELL.

You are, no doubt, quite aware that specimens of writing have little or no value unless those who view them know well the conditions under which they were written; I therefore propose the following:

1. That the specimens be written in both cities on the same day in the third week in December, say Friday the 18th.
2. That all the pupils of each of three classes in one building, including the sixth, seventh and eighth school years, be required to write.
3. That all the specimens from a class be written simultaneously within five minutes.
4. That the matter written be a continuous extract from some poem.
5. That in order to prevent the possibility of any after complaint of irregularity, each of us be allowed a representative present to see the specimens prepared, to sign and number each specimen, to take from the class register or otherwise ascertain the average age of the pupils, and to guard against any pupils competing who have not been during at least two months immediately preceding in regular attendance in the class in which they write.
6. That the best specimens from each class shown by each of us be photo-engraved, and published with an explanation of how they were prepared.

Kindly telegraph at my expense on or before November 26, yes or no, to this proposition.

Yours truly,
A. F. NEWLANDS.

No Revenue for Display.

"John, you write a very pretty hand," said the stingy employer; "but you shade your letters too heavily. A light, uniform touch is far preferable. Save ink, John."
—*New Orleans Times-Democrat.*

DRAWING BY PRIMARY PUPILS. ACCOMPANYING LESSON IN DRAWING BY A. C. WEBB. (SEE PAGE 26.)

The Corralling of the Writing Master for Public School Service.

BY H. W. ELLSWORTH, NEW YORK.

From time immemorial there has existed a chirographic race of hardy, self-taught individuals known as "Knights of the Quill," "Scribes," "Professors of Penmanship," "Writing Masters," "Ink Slingers," etc., claiming to be lineal descendants from one Moses, the great law giver and inventor of the Mystic Art of Writing, and to be endowed above ordinary mortals with a divine afflatus which renders them superior to all direction and control by the powers that be, roaming unchecked over the continents and often wasting their fragrance on the desert air, when if their skill and lofty assurance could be utilized and harnessed to the work of civilization the world at large would be vastly benefited thereby.

But, like the hardy broncho of the plains, they disdain to be corralled or harnessed and kick at all attempts to restrain or control their pristine freedom, bucking and kicking against all rules and regulations laid down except by themselves as the self appointed advance agents of coming civilization

So long has this state of affairs existed and they been allowed to have their undisputed say wherever their services as teachers have been sought, notwithstanding their crude yet enthusiastic methods of imparting instruction, that it has come to be believed that penmanship is really an artless Art, controlled by Genius itself, lacking which it is useless to strive for mastery of the pen.

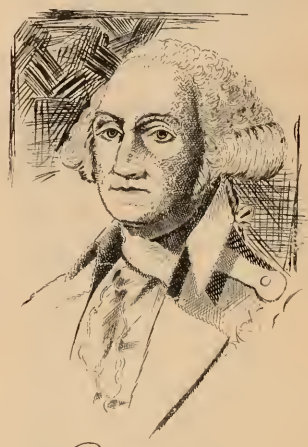
But the steady advance of modern educational methods and scientific forces, casting about for material for carrying on its increasing work, have sought to impress these fiery, untamed Geniuses known as "Knights of the Quill," etc., and harness them to the Educational chariot to aid the rank and file of teachers in delivering to every mother's son and daughter a mastery of the cabalistic art tinged with the free and forceful graces of the untamed Geniuses aforesaid.

And first, to bait their victim, they deploy to overcome his shyness with the pleasant sound of "Supervisor of Penmanship" in place of the use of the familiar titles with which approach would be more difficult, and having thus captured his conceit he is ready for the further task of breaking into the educational harness at their leisure.

But, having once caught the fiery, untamed, it is no easy task to educate him into the steps of teaching and substitute the rules of pedagogy for the zealous fire and enthusiasm which was his only talisman for drawing out the latent powers of youthful minds and muscles.

And here is where the problem lies, and where the best resource of superintending powers must be employed to quell the vicious kicks and plunges of their yet-to-be-subdued ally, and accustom him to the traces and steady pull by which true educational progress is insured.

But, as it is a well known custom in breaking a fractious animal to harness it to a well trained, steady team, so it is reasonable to assume that with due surroundings and appliances, accompanied with appeals to native pride and ambition and like inducements, the result may be duly accomplished and a valuable auxiliary secured, which shall eventually place Penmanship where it belongs, as one of



DRAWING AND LETTERING BY W. J. MARTIN, LE MARS, IOWA.

the foundation stones and manual arts second to none other in the educational superstructure now tottering for lack of its supporting strength.

Some Work of the Lafayette Schools Lost.

At the Chicago meeting of the Writing and Drawing Teachers' Association, J. H. Bachtenkircher, Supervisor of Writing in the Lafayette, Ind., public schools, had the misfortune to lose a bound volume of the work of Ruth Miller of the Ford School. The volume is entitled "The Vision of Sir Launfal," and is illustrated. Mr. Bachtenkircher thinks

that some one, supposing the work was to be given away, appropriated it. It is very valuable to the young lady, the principal, superintendent and to Mr. B. himself, and of no special value to any one else. Mr. Bachtenkircher will pay a liberal reward for its return, and no questions asked.

A Correction.

SHELDON & COMPANY (Incorporated),
EDUCATIONAL PUBLISHERS,
NEW YORK, January 27, 1897.

PENMAN'S ART JOURNAL,
202 Broadway, New York City.

GENTLEMEN: We suppose that a journal of the high position of THE PENMAN'S ART JOURNAL desires to be correct in its statements.

We have this morning received a letter from our Chicago Manager, Mr. Alexander Forbes, in which he says:

"I notice in THE PENMAN'S ART JOURNAL of January, 1897, on page 9, under the head of 'Recent Public School Adoptions,' Grand Rapids, Mich., is credited with having adopted Merrill's Copy Books. The inclosed letter from Superintendent Chalmer of Grand Rapids will show you that that is not correct."

In this letter is inclosed a letter from Superintendent Chalmer, under date of January 22, 1897, in which he says: "I am much obliged to you for your favor of the 25th inst. Our Board of Education has *not* adopted Merrill's Copy Books. We placed in our schools, last *September*, *Sheldon's*

In The Art Class.

The Instructor: "Your nose is too long and too sharp, and your face too thin and peaked. Your entire figure is too slender. Your waist should be larger.

—*School Board Journal.*

Vertical Copy Books, and so far as I am able to learn they are giving excellent satisfaction to all concerned.

(Signed) "W. W. CHALMER."

We suppose, of course, that having made the error, you will see to it that it is properly corrected.

We are, Yours very truly,
SHELDON & COMPANY.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN

(These lessons began in the January, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

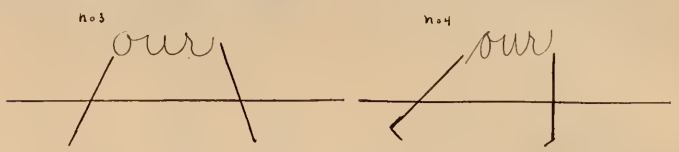
No. 2.

Importance of Proper Position.

We are apt to give so much attention to writing vertically that we drift back into former ways of sitting, holding the pen, etc. It is therefore thought best to say a little more in regard to the importance of maintaining a correct position. The arms should lie across the desk diagonally, as shown in illustration No. 3. It will be noticed that the lines representing the forearms do not slope to the right and left respectively as much as they would if the position for slanting writing were indicated. This means that the elbows should be kept near the body for vertical writing. It will be difficult to put this last suggestion into practice in many school-rooms on account of the desks being flat and too high. More will be said on the subject later on in the lessons. Endeavor to have the forearm and edge of the desk form about the same angle when the right side of paper is reached as there was when beginning the line. This is accomplished by moving the arm to the right as explained in January JOURNAL. Until a good hand is established, the paper, if more than six inches wide, may be moved to the left as we proceed across the page. If the arm, as a whole, is not moved to the right we shall have to constantly pull it off the desk in order that the hand may follow the lines on paper. This makes it difficult to use the same movement throughout the line, and it also makes it difficult to get a uniform slant.

Watch the Paper.

There is a tendency on the part of some to place the paper too far to the right, and to turn the arm to the position indicated in illustration No. 4. We have observed that when pupils sat in this position they invariably wrote with an up and down motion

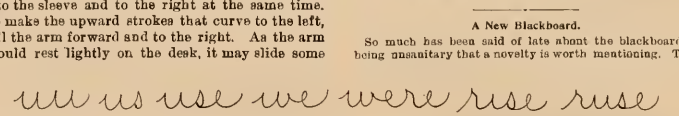


BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON IN VERTICAL WRITING.

that produced narrow letters and placed them close together. The same trouble will be experienced if vertical writing is tried with straight front position and paper turned as in slanting writing.

To Produce Straight Downward Stroke.

To produce the straight downward strokes in vertical writing draw the pen toward the body, rolling the forearm on the muscles. To make the broad turns between the letters, roll or pull the arm back into the sleeve and to the right at the same time. To make the upward strokes that curve to the left, roll the arm forward and to the right. As the arm should rest lightly on the desk, it may slide some



BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON IN VERTICAL WRITING.

the same as the third and fourth fingers do. This, of course, cannot be done if the weight of the body is thrown forward on the arms.

The rolling or rotary motion used is so important and so different from the hinge-like action used in slanting writing that considerable practice should be put upon it. Practice exercise No. 2 in January JOURNAL, making it some of the time about a third of the size given.

The Copies for This Lesson.

The words given in this lesson are the movement exercises. If one does not write with a free movement, he should acquire it by practice upon the oval; then apply it first to these simple words, and then to more difficult ones. The words in the first line are not very difficult, as the broad turns are followed by upward strokes that curve to the right. If all the letters could be written with this motion or movement, we could write much faster and easier. In second and third lines we find something more difficult, as many of the downward strokes are followed by upward strokes that curve to the left. It should be constantly borne in mind that if your writing appears thin and angular, it is because enough rotary movement has not been used. Be careful not to use straight lines in the place of curved ones.

Awards in Writing and Drawing Teachers' Association at Chicago.

Under caption, "Lafayette Schools in the Van," a Lafayette, Ind., paper has the following to say about the school exhibits at the Chicago convention:

"Prof. J. H. Bachtenkircher has returned from Chicago, where he attended the sessions of the Writing and Drawing Teachers' Association, of which organization he is president. Prof. Bachtenkircher on Tuesday delivered an address before the Federation of Commercial Teachers' Associations. The Writing and Drawing Teachers' Association conferred an honor upon the Lafayette schools, well worthy of special note, as the following committee report and award will illustrate:

"'Your committee on examination of school exhibits beg leave to submit the following report. In arriving at our decision, which was a unanimous one, we took into account the following points: First, movement; second, form; third, general effect. On this basis we find that the schools of Lafayette, Ind., deserve the highest award, the schools of Charles City, Iowa, second, and Grand Haven, Mich., the third. We also wish to commend the ease of movement and lightness of lines found in the exhibit of Cincinnati, Ohio, and Crawfordsville, Ind. C. C. Curtis, Minneapolis, Minn., W. H. Carrier, Adrian, Mich., Fanny Dickenson, Flint, Mich., committee.'

"The committee was composed of well known teachers in their line, and C. C. Curtis is of national reputation. He is an author of an excellent system of copybooks. Within the last year he has revised and modernized his system, and has incorporated many of the Lafayette ideas and methods, gleaned from our last year's exhibit at Chicago, in his new system of copybooks. These books have been accepted by the American Book Company as being the best they have ever seen.

"Duluth, Minn., Richmond, Ind., and many other cities of importance were in the exhibit in which the Lafayette schools won first honors."

A New Blackboard.

So much has been said of late about the blackboard as being unsanitary that a novelty is worth mentioning. This is made on the following principle: A sheet of ground glass, of suitable size, is set into a very firm, thin frame. This frame is hinged, so as to swing into another frame attached to the wall. This stationary portion is fitted with a back board, covered with black canton flannel, velveteen or serge; velveteen giving the best effect. When the swinging glass is pushed firmly into the frame it presses on the velveteen backing. The ground surface is, of course, outside. This makes a blackboard that may be used either for crayons or lead pencil, as the case may be. There is also a white back, which may be used. This forms an admirable surface for colored crayons. If it is necessary to copy or practice in geometrical designs or flowers, sheets of paper containing them are placed between the backing and the glass, the outlines showing through perfectly. This board has many advantages, and will probably be widely adopted.—*Popular Science News.*

A *fac-simile* of handwriting may occasionally be used with good effect in an advertisement. It has the merit of conspicuousness.—*Printers' Ink.*

THE KIND OF A STUDIO SOME PENMEN AND ARTISTS WOULD LIKE.
BY G. L. FUNNELL.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, FEBRUARY, 1897.
NEWS EDITION.

MIRROR OF THE PROFESSION — NEWS AND VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— Among recent visitors to THE JOURNAL office were: H. C. Spencer, Cohoes, N. Y., Sch. of Bus.; B. A. Peters, Prin. Com'l Dept., High School, New Bedford, Mass.; L. C. Horton, Stewart B. C., Trenton, N. J.; P. B. Gibson, Prin. Com'l Dept., Boys' High School, Brooklyn, N. Y.; J. G. Rider, formerly of Rockford, Ill., B. C., now representing Diamond Ink Co., Milwaukee, Wis.; M. J. Connor, Actual B. C., Pittsburg, Pa.; G. L. Harrington, Harrington's B. C., Waterbury, Conn.; Harry Eagle, Schissler Coll. of Bus., Norristown, Pa.; Hobart Webster, Elizabeth, N. J. High School; J. T. Rose, Adelphi Acad., Brooklyn, N. Y.; E. M. Barber and Chas. M. Miller, Packard's B. C., New York; W. H. Sadler, Baltimore, Md.

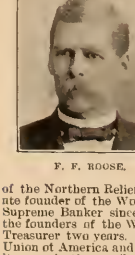
— New schools lately brought to our notice are: Normal B. C., Urbana, O., J. C. Steiner, Prin. and Propr.——New York School of Bus. and Shorthand, 125th St. and 5th Ave., New York City, F. E. Wood, Propr.——School of Bus. and Shorthand, Tampa, Fla., L. M. Hatton, Mgr.——Bliss B. C., Lynn, Mass., C. A. Bliss, Propr.; W. J. Sanders, Prin.——Williams Coll. of Actual Bus., 17 Federal St., Allegheny, Pa., T. M. Williams, Propr.——Shelby, O., B. C., L. V. Stevens, Mgr.——Cohoes, N. Y., School of Bus. and Shorthand, H. J. King and H. C. Spencer, Props.; E. L. Grandy, Prin.——Birch Correspondence School, Oak Mills, Kan.——Carlisle, Pa., C. C., Shaffer & McClure, Prins.——Newton, N. J., B. C., A. H. Davenport, Prin. and Prop.

— The following changes of name and management have recently taken place: T. M. Williams has purchased the Actual B. C., Pittsburg, Pa., of which M. J. Connor and the late J. M. Phillips were Props. Mr. Williams will still conduct his Allegheny school.——W. P. Gregory, A. L. McClosky and W. J. Trainer purchased at Sheriff's sale the outfit of the Williams B. C., Scranton, Pa., and have renamed the institution, College of Commerce. Messrs. McClosky and Trainer were teachers in this institution at the time of its failure.——T. T. Wilson and C. E. Williams of the Wilson B. C., Brockton, Mass., have purchased and absorbed the Brockton B. C., and have changed the name of the combined institution to the Brockton Bus. Univ. I. E. Dwyer, of the Brockton B. C., will be connected with the new institution.——A. J. Rider has purchased the interest of W. R. Kugler in the Rider B. C., Trenton, N. J. Mr. Kugler will retain his present position as secretary of the school.——H. H. Childs, who lately purchased Prouty B. C., Athol, Mass., has changed the name to Childs' B. C.

— The following institutions have closed: Patterson, N. J., B. C., G. W. Latimer, Propr.; Buena Vista Coll., Storm Lake, Ia.; Coll. of Com., Boone, Ia.; Columbus, Ind., Bus. Univ. and Nor. Coll.; Wood's B. C., Girardville, Pa., S. I. Wood, Propr.

— Vineyard Hall, one of the largest dormitories on College Hill, was burned to the ground January 23 together with the contents. The dormitory contained sixty suites of rooms, all being occupied by students of the Northern Ind. Nor. School, Valparaiso, Ind., who lost their belongings. Some students were found in their rooms unconscious, and had to be carried out. The total loss was about $18,000; insured for $8,400.

— F. F. Roose, vice-president of the Omaha, Neb., Commercial College, is probably a member of more secret orders than any other business college man in America. He is a veritable "jiner." For more than twelve years he has been prominently identified with the leading fraternities of this country. He was a member of the Nebraska Knights of Pythias Grand Lodge for six years, a member of the Ancient Order United Workmen (Neb.) Grand Lodge for six years. Second highest officer in the Modern Woodmen America for four years, and a member of the Supreme Camp for ten years. He also served on a number of important committees in the Modern Woodmen America. He was secretary and treasurer of the Northern Relief Association two years; is associate founder of the Woodmen of World, and has been its Supreme Banker since its organization. He was one of the founders of the Woodmen Circle and was Supreme Treasurer two years. He is co-founder of the Fraternal Union of America and served as Supreme Treasurer since its organization until recently, when he was elected president of the order. He has served on committees and on the Board of Directors of other organizations, and at all times has taken an active part in framing the laws and shaping the plans of the various organizations of which he is a member. He is a Scottish Rite, also York Rite, Mason. Mr. Roose has been prominently identified with various business and educational institutions, being founder of the Lincoln, Neb., Normal University. He is founder of the Lincoln Business College, and for eight years was its president and for four years was president of the Omaha Business College, and is still its vice-president, and vice-president of the Omaha Commercial College. He published the Nebraska's Ancient Order United Workmen's official organ for six years, and for twenty years has done more or less newspaper work.



F. F. ROOSE.

— E. T. Overend, Mgr. Spencerian B. C., Evansville, Ind., in a late letter, writes: "I consider THE JOURNAL the best paper on penmanship published, and it is certainly the source from which has come the greater portion of the enthusiasm and spirit that is helping writing along to-day."

— *Heald's College Journal*, published by Heald's B. C., San Francisco, Cal., has a column and a half report of the lecture on "Personality in Handwriting," delivered by THE JOURNAL'S Editor, in Heald's B. C., Wednesday afternoon, December 16th. It says: "The large auditorium of the College was crowded on Wednesday afternoon, December 16th, with students, their friends, press representatives and others, to hear a lecture by Prof. Daniel T. Ames, the well-known penmanship expert of New York, and editor of THE PENMAN'S ART JOURNAL, on the subject, 'Personality in Handwriting.' More than usual interest was taken because of the knowledge that Mr. Ames had been engaged for many weeks past, at the instance of the Fair heirs, in examining the pencil will and deeds, said to have been written by the late Senator, by which a large amount of property was devised to Mrs. Craven." The remainder of the article was substantially the same report as printed in the San Francisco dailies, quotation from which was made in the January number of THE JOURNAL.

— From a Brockton, Mass., paper we quote the following: "Prof. I. E. Dwyer has abandoned his idea of leaving Brockton, much to the gratification of friends, and has accepted a position at the Brockton Bus. Univ. Prof. Dwyer was educated at Des Moines, Ia., and is one of the most successful teachers of whom Brockton boasts. In his two years' residence here he has gained a number of friends, many of whom are young people who owe their success to his efforts as teacher in the business college."

— In late letters C. P. Zauer has the following to say about THE JOURNAL: "THE PENMAN'S ART JOURNAL is the leading penmanship paper on the globe. You know our sentiments, and you know we enjoy the way you are raking the one-idea methods of some others. Keep to the front, by remaining in the broad daylight of liberality in method."

— *The Evening Wisconsin*, Milwaukee, Wis., of January 2d, under the caption "A Penman's Protest," devoted a column and a half to a splendidly written article by A. L. Gilbert, of the Spencerian B. C. of Milwaukee, in opposition to vertical writing, which has lately been introduced into the Milwaukee Public Schools. Mr. Gilbert combats many of the claims made by advocates of the vertical.

— C. M. Immel, an old time teacher of penmanship and commercial branches, is now Recorder of Elkhart County, Goshen, Ind.

— On August 25, 1896, was born to Mr. and Mrs. C. A. Stewart, Huntsinger's Bus. Coll., Hartford, Conn., a daughter, Marie Lillian.

— We have received photograph of T. J. Cathey, Draughon's B. C., Texarkana, Texas.

— "It is a source of great satisfaction to me to read your articles on the *Western Penman*. Personally, the editor is a good fellow, but he is a crank on muscular movement and his 'Budget.' He would have us to believe that he was the first to advocate free movement, but I am sure the readers of THE JOURNAL after studying the 'History of the Lewis-Carstairs Controversy,' which I see is to appear in THE JOURNAL soon, will completely prick this bubble. And if you continue to hit him as you did in your issue they will see that his argument in favor of his 'Budget' (that is what it means) to take the place of the copybook, is a very poor substitute in the hands of the average teacher in our public schools. Gaskell's Compeodium had its day, but they were shortened when THE JOURNAL got after it." Thus writes D. H. Farley, Penman of the New Jersey State Normal School, Trenton, N. J.

— L. F. Myers, Pres't Lexington, Mo., B. C., reports a most encouraging growth of his school. He believes in high grade work.

Movements of the Teachers.

J. D. Richey is the new penman of the Garvin Com'l Coll., Terre Haute, Ind.——P. N. Wenrich, recently with Williams B. C., Sunbury, Pa., is now at his home, North Heidelberg, Pa.——S. L. Daugherty has charge of the penmanship in the Y. M. C. A., Dayton, O.——John W. Manuel, formerly of Chicago and recently a Zanerian Art College student, is connected with the Scranton, Pa., B. C.——W. J. Sanders, late of Becker's B. C., Worcester, Mass., is the new prin. of the Bliss B. C., Lynn, Mass.——C. W. Ransom, late of Troy, N. Y., B. C., is now with the Detroit, Mich., B. U.——N. C. Brewster, formerly penman of the Elmira, N. Y., Coll. of Com., has been spending some months rusticating, and will endeavor to regain his health by itinerating through Pa. His present P. O. address is Salisville, Pa.——A. B. Furner, late of Peekskill, N. Y. Mil. Acad., is now connected with St. John's Mil. School, Sing Sing, N. Y.——E. L. Grandy of the Spencer, Ia., Nor. Inst., is now prin. of the Cohoes, N. Y., School of Business.——W. R. Hayward, formerly of Charlotte, N. C., B. C., and late of Aurora, Ill., B. C., is now prin. of the commercial and elocution departments of the Chattanooga, Tenn., Nor. Univ.——M. E. Hansel, formerly of Fishburne Mil. Acad., Waynesboro, Va., is now prin. of the Stonewall School for Boys, McDowell, Va.——Mr. Starkey of Newark, N. J., has been engaged as the new teacher of commercial branches in the Columbia B. C., Paterson, N. J.——S. E. Gutterridge is now connected with the Hayward B. C., St. Louis, Mo., and teaches penmanship, bookkeeping and arithmetic. F. Benton Miller teaches shorthand, typewriting and spelling in the same institution.——Ernest W. Covell has charge of the penmanship and commercial work in the Clinton Liberal Institute, Ft. Plain, N. Y.——W. D. Clark is the new prin. of shorthand department of the River City B. C., Portsmouth, O.——V. G. Stover, formerly of Wood's Bus. Coll., Shenandoah, Pa., is now connected with Wood's B. C., Wilkes-Barre, Pa.——J. A. Willis, late prin. of the Auburn, N. Y., B. C., has resigned and is taking a rest at Moravia, N. Y.——R. B. Seymour, late with the Wood B. C., Pittston, Pa., is no longer connected with that institution.——W. C. Henning, recently with Wood's B. C., Easton, Pa., is now receiving his mail at Davison, Mich.——W. L. Thomas, formerly of Salina, Kan., is now connected with the San Antonio, Tex., B. C.——W. A. Warriner, formerly of Jamestown, N. Y., and Toronto, Ont., is now connected with the Albany, N. Y., B. C.——I. M. Walker is President and O. A. Bosserman Vice-Pres. of the Hayward Coll. and Com'l School, Fairfield, Ill.——A. E. Hortenstein is the new penman of the Lexington, Mo., B. C., and Miss Maud Yates is assistant in English.——W. H. Matthews is prin. and prop. of the Salem, O., B. C.

New Catalogues, School Journals, Etc.

— The report of the thirtieth annual graduation exercises of Pierce School, held in the Academy of Music, September 18th, is a very interesting one, as it contains the portraits of speakers and a full report of what each one said. Pierce School has been noted for many years for securing the best talent to be had for these exercises, and the reports which are sent out are usually treasured by the recipient, as they contain many practical talks.

— The catalogue of Curry Bus. Coll. and School of Shorthand of Curry Univ., Pittsburg, Pa., is handsomely printed on heavy plate paper, is well illustrated and has a cover embossed in blue and gold.

— The McLachlan Bus. Univ., Grand Rapids, Mich., is sending out a little booklet, entitled "Christmas Greetings to the McLachlan Business University by the Employers of its Pupils." Sixteen letters engraved *fac simile* from firms employing pupils from the school are given. They make the very best of advertising. The cover illustrations are the work of penman A. D. Skeels of the institution.

— A souvenir of the Actual B. C., Canton, O., contains a variety of work on plain, ornamental writing, flourishing, lettering, drawing, etc., from the pens of the penmen of the institution.

— From W. H. Sadler and H. M. Rowe, Baltimore, Md., we have received a very tasty calendar for '97. It is embellished with handsome steel plate engravings.

— *The Metropolitan Business College Messenger*, issued by the Metropolitan B. C., Chicago, Ill., is a very handsomely printed 12-page paper. It contains some excellent advertising for the school and some good general reading, among other things being a lecture delivered by Lyman J. Gage, president of the First National Bank and the incoming Secretary of the Treasury.

— *The Business World*, issued by the Detroit, Mich., B. U., is splendidly printed on heavy paper, and consists of eight pages and cover, is well illustrated throughout, and in addition to the advertising of the school contains much general reading.

— The catalogue of St. John's Military School, Sing Sing, N. Y., is a handsomely printed small document and reflects much credit on the institution. A. B. Furner, late of Peekskill, is in charge of the com'l dept. of this school.

— The San Jose, Cal., B. C., is sending out a very neat catalogue.

— Other neat catalogues have been received from the following schools: Carlisle, Pa., Com'l Coll.; Passaic, N. J., B. C.; Dallas, Texas, Com'l Coll.

— Business college literature has been received from the following: Pontiac, Mich., B. C.; Riley B. C., Binghamton, N. Y.; Birmingham, Ala., B. C.; Gaffey's Shorthand School, New Haven, Conn.

— Well arranged college journals have come to hand from these schools: Shenandoah, Va., Nor. Coll.; Scranton, Pa., B. C.; Little Rock, Ark., Com'l Coll.; Iowa B. C., Des Moines, Ia.; Mt. Angel, Oreg., Coll.; Sac City, Iowa, Coll. Inst.; Queen City B. C., Hastings, Neb.

Obituary.

SIR ISAAC PITMAN. SKETCH OF THE BUSY LIFE OF THE MASTER OF SHORTHAND.

Sir Isaac Pitman, who arranged the system of shorthand writing now almost universally used, died January 22, 1897, in London at the age of 84. He was born in Trowbridge, Wiltshire, England, on January 4th, 1813. When 12 years old he was obliged to leave school and he became an errand boy in the office of a clothing manufacturer. Six years later he entered the Normal College of the British and Foreign School Society in London. He was in this school but a few months, and in 1832 was appointed master of an Episcopal academy, the British school at Barton-on-Humber. He became a convert to the Swedenborgian faith, and was compelled to resign from the Barton school after four years. He established a school of his own on a similar plan at Wotton under-Edge. His time was not fully occupied by this enterprise, and he became interested in shorthand writing by a book published by a man named Harding in 1823. Shorthand systems had been published in Great Britain ever since Timothy Bright, in 1588, brought out his "Characterie, an Art of Short, Swift and Secret Writing by Character." In 1590 Peter Bales published "The Writing

Schoolmaster in Three Parts." The multitude of systems before Pitman's time was based upon these two; few, if any, of them were phonetic, and all were more or less ineffectual imitations of the methods that had been in use since the days of Demosthenes and Cicero. Gurney's system is still used in reporting the speeches in Parliament. Isaac Pitman published his "Stenographic Shorthand" in 1837. In 1840 he brought out a book called "Phonography; or, Writing by Sound," in which he outlined his invention of the principles of phonetic writing. In 1839 he went to Bath, where he taught school for four years, continuing industriously the study of phonetic writing. In 1843 he founded the Phonetic Society, and then the Phonetic Institute, which since then has been the publication office for his many manuals and text books bearing upon his invention. For a long time he was obliged to do his own setting of phonographic types, as it was almost impossible to obtain assistants who understood the meaning of the characters, or who could become accustomed to them even after much practice. His most important publication on shorthand writing is the "Phonographic Reporters' Companion," which appeared in 1853. His system was introduced into the United States in 1847 by S. P. Andrews and A. F. Boyle, and all the existing systems, including that of his brother, Benn Pitman, show the results of his invention and improvement upon the methods in use up to the present century. Sir Isaac was a steadfast believer in phonetic spelling reform, which he always used in his correspondence. The concluding paragraph of a letter written by him to the London *Times* in 1879 presents a fair sample.

THE LATE SIR ISAAC PITMAN.

"I hav riten mei leter fonetikali, az iz mei kustom," it runs, "and shal feel obleigd if it be aloud thus to appear in the *Times*." He was an indefatigable worker. It is said that he worked at least ten and almost always fourteen hours a day for the fifty-seven years between 1837 and 1894. In 1894 Queen Victoria knighted him. His body was cremated at Woking, England, January 28, 1897.

JOSEPH M. PHILLIPS.

Joseph M. Phillips, founder of, and associated with M. J. Conner in, the Actual Business College, Pittsburg, Pa., died suddenly in that city on January 22. Born in 1825, he was one of the oldest business educators in the United States, having been actively engaged in the school room up to the time of his death. Mr. Phillips was very popular with and widely known among the business educators of the old school, and was especially distinguished for his tireless efforts in the cause of improvement in commercial school methods. He originated the title Actual Business College, under which name he conducted a school in Baltimore, Md., for twenty-five years, having been associated during that time, alternately, with O. K. Chamberlain and E. K. Losier, respectively. Returning to Pittsburg, his native city, he founded the Actual Business College in 1880, and prepared and published a work on book-keeping, based entirely on actual practice, entitled the "Actual Business Accountant," which is still the basis of the commercial course of that school.

As a teacher of book-keeping and business affairs he had few equals and no superior, and as a man he was highly educated and cultured. Those who knew him may bear witness that by his taking away the profession has lost one of its ablest, most honorable and distinguished members, and the world at large a man who never intentionally placed a thorn in the pathway of his fellow mortal. *Requiescat in pace.*

M. J. CONNER.

New York, January 25, 1897.

Well-Known Supervisors.

R. O. WALDRON.

R. O. Waldron was born on a farm near Evans City, Pa., where he spent his time at work during the summer and attended school during the winter months. At the age of thirteen he became a student, and from that time on has been working to broaden his field of knowledge. At the age of eighteen began teaching in a country school, and went to school during the summer months. He continued this three years, when he became Principal of Fairview Public Schools, where he remained three years. His first writing teacher was T. J. Risinger, Utica, N. Y. In connection with this work he organized and taught classes in penmanship in neighboring towns. He then

R. O. WALDRON.

taught writing two years, organizing classes in his native county, when he was elected to the Principalship of Emsworth Public Schools, and took a course in penmanship and business at Duff's College, Pittsburg, Pa., doing this work at night.

He next went as Principal to the Swissvale Public Schools, and from there to Bellevue Public Schools, attending Zanerian Art College during summer, organizing and teaching classes in penmanship during the winter. During summer of 1883 he taught in Witherspoon Inst., Butler, Pa., and in Prospect Acad. in the summer of 1885 Was then elected to supervise writing in the schools of McKeesport, Pa., where he has been employed five years, being elected each time by a unanimous vote of the Board of Education and an increase of salary each time but one. He has since spent two summers at the Zanerian Art College for improvement. He writes THE JOURNAL: "I find that a knowledge of schools and the ways of children is an important factor in my work, and that one must be a student to be able to tell others how to learn. I have been a reader of THE JOURNAL, and to it I owe much of what I am in the line of penmanship. While I am now devoting most of my time in directing penmanship I keep in contact with all lines of school work."

Mr. Waldron also has charge of the Commercial Department in the High School of McKeesport, and conducts classes in Penmanship and Arithmetic at the Y. M. C. A. The Supt. of Schools has warmly commended his work.

Normal School Penmen.

L. M KELCHNER.

L. M. Kelchner was born in 1861, in Light Street, Columbia County, Pa. Until his eighteenth year he worked on

L. M. KELCHNER.

his father's farm, and his early educational training was only what the facilities of the public schools of the town afforded. The next five years of his life, save a portion of the winter of 1884, he spent in a flour mill. It was during the winter of 1884 that he first became interested in penmanship, pen art and drawing. It was then that he resolved to become an expert penman. His first active work as a teacher of penmanship was in a commercial college in Cleveland, Ohio. Here he remained for two and one-half years, finally resigning his position to become one of the equal proprietors of the Zanerian Art College, where he remained until December, 1891, when he disposed of his interest in the Zanerian and accepted a position as teacher of penmanship and pen art in the Highland Park Normal College at Des Moines, Iowa. This position he resigned in September, 1895, to accept an offer from the proprietors of the Northern Illinois Normal School, to take charge of one of the departments of the school—the Northern Illinois College of Pen Art and Drawing. His work in the last named school has been wonderfully successful. He has charge of the general penmanship classes, as well as the special department. Mr. Kelchner is a copper plate writer, and is equally at home in business, ornamental and vertical writing. In flourishing, lettering and drawing, his work has attracted much attention. The portrait of him shown herewith is a reproduction of a pen drawing made by himself. He is an enthusiastic teacher, a loyal friend, a refined gentleman and his students' ideal.

EDITORIAL COMMENT.

State Supervision of Private Schools.

In 1892 a law was passed by the New York Legislature reading as follows:

Prohibitions. No individual, association or corporation not holding university or college degree-conferring powers by special charter from the Legislature of this State or from the regents, shall confer any degrees, nor after January 1, 1893, shall transact business under, or in any way assume, the name university or college, till it shall have received from the regents under their seal written permission to use such name, and no such permission shall be granted by the regents, except on favorable report after personal inspection of the institution by an officer of the university.

This law has been enforced except in the case of business schools. Beginning January 1, 1897, business, shorthand and similar schools shall not be permitted to use the name college or university. Careful examination of the constitution and statutes of the State by expert lawyers shows that there can be no doubt of the full authority of the regents to make this ordinance.

This matter is of so much importance to the private schools not only of New York State, but of the United States, that we have decided to give the matter some little space in this issue of THE JOURNAL.

We have secured from Melvil Dewey, secretary of the Board of Regents, and of the State University, a report of the conference between the regents and the business college committee of seven. Following is Mr. Dewey's report:

REGENTS OFFICE, ALBANY, N. Y., Dec. 30, 1896.

Business Colleges.

The conference committee appointed at the national convention of business educators, held in Buffalo in July, met with the vice-chancellor, secretary and director of examinations in the regents office, November 25, at 9.30 a.m., and were in session all day except an hour for lunch. The seven members of the committee had been carefully chosen as best representing the sixty and more business schools in the State of New York. They presented with great skill the arguments in favor of the present system and the present names. The conclusions were reached with entire unanimity on both sides, but only after much examination and discussion of the history, methods, conditions and statistics of our business schools. The Bureau of Education furnished the general statistics for the entire country, and fresh tables for the conference had been compiled by the regents office from reports received within a month. While the committee cogently urged the claims because of investment in plant and of property interests, every member admitted that the general educational interests of the State should be considered first and that by the plan finally agreed upon they would be conserved without serious interference with the personal interests involved. The following conclusions were reached:

1. That for the encouragement of schools which are earnestly trying to elevate the standards of business education in this State, the regents should open a register as they do for private academic schools, so that the public may know which institutions are maintaining proper standards and have facilities for doing the full work.

2. As the only practicable means of protecting the best schools from unworthy competition, the regents themselves should prescribe the minimum requirements for a business diploma, and should issue such diploma based on examinations prescribed by them. This diploma should require a preliminary general education as fixed by the new ordinances and a full two-year course of technical study, or not less than 1,000 hours of actual instruction. This would encourage higher standards by offering to sound business education official recognition similar to that already granted by the universities of Oxford and Cambridge in

their local examinations. No candidate will be eligible for the examination for a State business diploma who has not previously completed the prescribed course in a business school registered by the regents. Business schools may themselves issue graduation certificates to those who complete either the regular commercial or shorthand course. College and academy graduates in increasing numbers wish special technical business training, and the proposed business diploma would be a sure means of dignifying business education.

3. In order to establish a standard and recognize the fuller instruction given in connection with the thorough preparation of stenographers and amanuenses, the regents are asked to issue a shorthand or amanuensis certificate which shall not be granted for mere mechanical skill in shorthand and typewriting, but shall be based on an examination covering not only the above subjects, but also those parts of the study of English necessary to proper preparation of an amanuensis or shorthand writer. The regents examinations now given in law, medicine, dentistry, veterinary surgery and public accounting have materially improved teaching in those subjects, and the public has learned that the regents credentials are the best evidence of proficiency, and it is thought that this would be the result of similar examinations in shorthand, typewriting and collateral subjects.

4. That the regents be asked to add to their present examinations in stenography a test of 125 words a minute.

5. That no registration is needed for the schools which do not have full business courses, but are devoted chiefly to stenography and typewriting. The proportion of their students which secure an amanuensis certificate would serve the same purpose in proving the efficiency of the instruction given.

6. That the registered business schools should include only those which have not less than six competent teachers giving full time to the school, which offer a satisfactory two-year course (or 1,000 hours of actual instruction) in preparation for a regents diploma, and have adequate business school equipment, for which the minimum should be $5,000, not including buildings and ordinary fixtures.

7. That the best interests of business education will be served by discontinuing the use of the name college or university, as prescribed by the recent ordinances. It was agreed that the new rule might fairly go into effect January 1, as voted, if schools were allowed to use up (without expense of reprinting) their present stock of catalogues, circulars, blanks and other printed matter containing the old names, provided they gave assurance that in all new printing the name college or university would be omitted as the present title of the school. The small schools could easily change their names at once. For the larger schools this change would involve more trouble, but it was decided better to have the ordinance take effect on the date fixed, with the understanding that no school should, before the end of this university year, July 1, 1897, be subjected to penalties for violation of law if it was in good faith preparing to complete the required change as rapidly as practicable without undue labor or expense.

8. After much discussion, it was agreed that schools which had for 20 or more years been widely advertised under their present names, and which were drawing students largely from other States and countries, ought in fairness to be allowed a longer time in which to acquaint their wider constituency with the proposed change.

9. That the regents be asked to modify the ordinance passed pending this conference so that it should read as follows:

"Business, shorthand, typewriting and similar schools shall not be permitted after January 1, 1897, to use the name college or university, but written permission to continue the use of the name beyond that date may, for satisfactory cause, be granted to schools which are registered by the regents as now having experienced teachers and adequate equipment, and as offering the full business diploma course."

On recommendation of the Institutions Committee:

Voted, That the recommendations of the conference of business school principals of the State be approved and adopted by the regents, and that the ordinance passed at the last meeting pending this conference be modified as requested.

MELVIL DEWEY, Secretary.

For years THE JOURNAL has believed that it would be better for business schools to call themselves by some other titles than "college" and "university."

The minimum requirements for State business diploma do not seem unreasonable considering the great honor and benefits accruing to the holder of such a diploma. It will be no great hardship for business schools to maintain two courses—one leading up to the State diploma, the other furnishing a briefer preparation for business.

The requirements of section 6 we think unreasonable and unjust to a large number of small schools doing good work. The number of teachers is no guarantee of the efficiency of the teachers or of the work being done by the school. Nor is it necessary to have an equipment of $5,000 in order to do good work. In fact, many of the small schools with one to four teachers and having an equipment of but $1,000 to $2,000 in value, do just as good work as larger schools with more teachers and a larger equipment. Garfield said that a university for him was Mark Hopkins on one end of a log and himself on the other.

There is a feeling among the proprietors of the smaller schools of the State that the committee of seven did not protest strongly enough against section 6.

A School Principal's Protest.

EDITOR PENMAN'S ART JOURNAL:

Have you received a report of the proceedings at Albany November 25, when seven of our York State Business College men met with Secretary Dewey and others of the State Department, and formulated a set of rules regarding the continuance of business colleges and universities in this State?

This is the smallest piece of business ever undertaken by our brother educators. Their talk all along has been to "Raise the standard of work," which is all right, and to which I have said, "Amen" in a communication to the Regents' Secretary in reply to questions as to whether or not I favored such a move.

But they spoiled what might have been a good work by incorporating two "Conclusions" as they call them, away at the last, so unreasonably in favor of the large schools that it puts a bad complexion on the whole work. Would send copy of the report, but mine is now in the hands of a Senator at Albany.

After having arranged the "Standard," fixing the length of courses, settling the matter of examinations, the issuing of diplomas, etc., they capped the climax by running in a sort of a freeze-out clause, or Conclusion, which reads something like this: "Schools not having $5,000 equipments, and at least six teachers, cannot register, and will not be recognized by the Regents office." And the schools not accepted by this office must not use the name "college" or "university." If so named they must change at once. Following this in Conclusion No. 8 is more in favor of the representatives who so ably defended their own interests, instead of the interests of the business schools of the State, as they would make us believe. This No. 8 grants all schools that have been established 20 years one year's grace in which to bring their work up to the mark—and, of course, the seven schools represented at this conference have all been on earth more than the required 20 years.

But the rest of us, no matter if our work is many degrees above that of the big concerns, must be cut off short and without even one day's grace—for the simple reason that we haven't a $5,000 equipment and a faculty of six teachers. In fact, the main object was lost sight of entirely when they turned this new light on, and which is probably their true aim from the beginning.

Brother Packard cannot be very proud of his record or he would naturally have furnished your office with a copy of the proceedings ere this. Their action is so ridiculously unfair that it cannot and will not miss the attention of our legislators and law makers.

It would be just as reasonable to refuse a citizenship because the applicant did not own $5,000 worth of real estate, or to prohibit a voter from casting a ballot because he might not be worth $5,000.

Unless I increase my business, I do not need to add a dollar's worth to my equipment, and I do not need more teachers, except I hire four or five *cheap* ones to take the place of two or three scholarly, *competent* instructors. Because I prefer to do a thoroughly honest and strictly private high grade work, must I be placed in a lower or "Number 2 Class," while others in the same line of business—not doing any better work—are honored by the State Department, simply because they have a larger business, and *necessarily* a larger equipment and faculty?

And to change the name of my school means an expense of several hundred dollars, and I candidly believe that it would damage my business the first year to the extent of from $500 to $1,000, for the general public would interpret it, and very naturally, too, as a change from No. 1 to No. 2 rank.

I have been doing a high grade work for years; minding my own business, paying my bills, etc., but I promise the schemers in this action, whoever they are, a good exposure if it costs me a thousand dollars and a year's work.

Yours very truly,

E. D. WESTBROOK.

Prin. Westbrook Com'l Coll., Olean, N. Y.

The Regents and Business Schools.

TO THE EDITOR OF THE PENMAN'S ART JOURNAL:

SIR: You have asked for my opinion of the present status of the Board of Regents touching the rights, privileges and requirements of the Business Schools of this State. I may not fully understand it, but have no hesitation in stating my understanding, such as it is.

First, I am clearly of the opinion that neither the Board of Regents nor the Legislature have any fight against commercial schools of whatever kind or pretensions; but I do think that the loose way in which the work has been done in some schools, and the extravagant inducements which they have held out have somewhat prejudiced the public, and especially those who have not the means of discrimination, against all schools that teach the purely commercial branches. I am not at all sure that any member of the Board of Regents or its excellent and active Secretary, Mr. Dewey, partake in any degree of this prejudice. From my knowledge of them, I should say not. I do know, however, that under its present management, the Board is determined to do what has hitherto failed to be done, so classify the educational enterprises and interests of the State as to bring them, in some determinate form, under the supervision, or at least within the recognition, of the State University. Perhaps a better statement would be that the Regents desire to so shape the educational activities as to be able to present to the world a symmetrical plan of education within a commonwealth, so interdependent and co-working as to comprise all educational enterprises in such apt adjustment as will secure the best interests of the citizens and of the State. Such a system must begin at the bottom and go to the top. It must have not only its branches or departments clearly defined, but its nomenclature as well. A "grammar school" must mean a certain thing in education; a "high school" a certain other thing; a "college" still another, etc.

So far as the control of private schools is concerned, the Board will always labor under difficulties, even if it is able to do much beyond mere suggestion. What may seem to some to be an attack upon Business Colleges relates, as I think, almost wholly to the name "College." For reasons which are honestly held it has been conceived that a school devoted to a specialty, and not to general culture, should not be permitted to call itself a college, or university. And this seems, in some sense, to be the opinion of the eminent gentlemen comprising the Board of Regents; and in accordance with that view they procured the enactment of a law in 1892 providing, among other things, that "no individual, association or corporation not holding university or college degree conferring powers by special charter from the Legislature of this State, or from the Regents, shall confer any degrees, nor, after January 1, 1893, shall transact business under, or in any way assume, the name university or college, till it shall have received from the Regents under their seal written permission to use such name; and no such permission shall be granted by the Regents, except on favorable report after personal inspection of the institution by an officer of the University."

Although this law is not necessarily aimed at Business Colleges exclusively, it clearly embraces them in its prohibitions; and while the majority of these institutions that for the past 20 or 30 years have worked under the name College will find it inconvenient and in many ways disadvantageous to adopt a new name, none of them can object to the prohibition against conferring degrees, for the simple reason that no degrees are ever attempted to be conferred. It is the custom, however, for most of the schools to award certificates, which are generally called "diplomas," but which are never ornamented with a "seal," or pretend to be more than a mere testimonial of acquirement. So far as the use of the word "college" is concerned, the only tenacity which any of the schools have for it is its undisturbed use for so many years. I do not know of a single owner of a business college who cares anything about the name, as such, or who would contend for its continued use except on the ground named. The most vigorous and creditable of the schools who use the name College have made of it so purely a designation of their business that it has become a vested property; and to be forced to abandon it for any other title would be hardship and injustice that would not be attempted against any other legitimate business; and the forced abandonment of the name could not be otherwise than damaging. It is not necessary here to contend for the right to use the name on the ground of its definition; but it would be very easy to show that the objections to its use are wholly unfounded so far as those objections relate to the better or broader use of it by institutions of liberal culture. Nobody is ever misled by the term *Business* College or *Commercial* College, and no reflection can ever be cast upon Colleges of the Liberal Arts by the inefficiency or charlatanry of so-called "colleges" that use the restrictive adjective. One might just as truthfully assume that any "school" in the land would be disgraced because some other school failed of its duty. There is no sacredness in, nor should there be any exclusive right to, the use of the word college. It is used with perfect propriety and acceptableness in a hundred different connections, and will continue to be so used while the world stands.

Touching the requirements which must inevitably result in drawing the line between schools that do little and those that do more, it is only necessary to say that nothing that the Regents or anybody else may do to mark this distinction will ever be acceptable to those who are placed on the wrong side of the line. Any rule having this end in view must be, in some ways, arbitrary, and may be, so far as individuals are concerned, uneven in its application; but that is the condition of all law, and it must be endured for the general good. For instance, no one for a moment imagines that the insistence on an equipment of $5,000, the employment of six teachers, and a course of instruction covering 1,000 hours will secure an efficient school; and yet the University has found in an experience of 100 years that this is one way, and a good one, to guard against pretense. This rule was not enacted to apply to business schools, but is adopted by the Regents in order to place business schools on a footing with all other schools embraced in the University plan. Probably no requirement will cause more "kicking" among the small schools; but the Secretary clearly indicates that no invidious distinction is intended, and no inference drawn that schools that cannot come up to these requirements are not worthy of support. When Garfield said that the best university he could conceive was "a log with President Hopkins on one end and an appreciative student on the other," he expressed a sentiment that the Regents with all their hard requirements would indorse. The only difficulty is to find the President Hopkins and the appreciative students.

But putting aside the question of titles and arbitrary requirements, it is safe to say that in the matter of improving the work and efficiency of the business schools, the Regents will have no more zealous or efficient helpers than the schools themselves. Aside from the few plague spots that occasionally appear—and that are incident to all enterprises—the business schools of this State are progressive, both in feeling and in fact; and I am sure that there is a most cordial sentiment concerning the recent activity of the Regents; the only fear being that, as in the past, so in the future, the Regents, with all their solicitude, will never know, by actual investigation what the business schools are teaching, or whether they are worthy or unworthy to use the name "College," or any other name that signifies education. And as the law requires that before they are authorized to issue "written permissions" to use certain titles, a favorable report must be had "after personal inspection of

the institution by an officer of the University," the thing we most fear is that some of us may have to wait for our certificates longer than will be convenient. However, we are hopeful, and under all the circumstances, it seems sure that a movement has been inaugurated that will work to the lasting advantage, not only of the commercial schools, but of education generally. And for all this substantial good, no one deserves greater credit than the far-seeing and efficient Secretary of the Board of Regents.

S. S. PACKARD.

NEW YORK, January 29, 1897.

An English paper reports the discovery of a real Mrs. Partington. She walked into the office of the judge of probate and inquired: "Are you the judge of reprobates?" "I am the judge of probate," was the reply. "Well, that's it, I expect," quoth the lady. "You see, my husband died detested, and lett me several little infidels, and I want to be appointed their executioner."

Royalty's Tastes in Typewriters.

The Queen objects to typewritten documents, and none are to be sent out typewritten which are supposed to emanate from the sovereign. The Czarina, on the other hand, is having made a machine with type bars of gold and frame set with pearls.—*Lady's Pictorial.*

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

No. 2.

QUEEN OF THE ADRIATIC.

Venice is full of surprises, and we were all excited over the place. The sensation of traveling on streets of water is both novel and exhilarating.

The gondoliers exercise great skill in the handling of their long boats. Especially is this noticed in the short turns they are forced to make in going from one street to another. The gondolier stands in the extreme stern of the boat, and with a single long oar manages it without apparent effort.

We fed the sacred pigeons in the Piazza St. Marco. In the Doge's Palace we saw the largest painting in the world, an immense canvas that covered the entire side of the building; went in dungeons under Palace, the fearful places where prisoners were kept awaiting execution; saw stairways on the Bridge of Sighs

where political and civil prisoners went from Court never to return; visited Church of Giovannie Paolo. The splendid interior is rich in paintings, mosaics, etc. St. Mark's Church ranks among the fine churches of the world. It contains more mosaics than any church we have seen excepting St. Peter's.

We went to Lido, the Coney Island of Venice. This is on the Adriatic Sea, and is a fine place for bathing. The view across that sea, with the many-colored sails scattered about, the ever-changing hue of the water, made doubly beautiful by the setting sun, was a sight never to be forgotten.

From Venice we went to Milan and feasted our eyes on the wonderful cathedral. The magnificent pile of marble was hundreds of years in building, and is considered the finest cathedral in the world.

LOVELY ITALIAN LAKES.

Bellagio, on Lake Como, was our next stopping place. Here we were in sight of snow-capped mountains and surrounded with the grandest scenery. Italian villas whose gardens full of roses, palms and exquisite flowers stretched out to the lake. It was with much regret that we left Lake Como.

We sailed up the lake to Menaggio, and there took the train for Porlezza, on Lake Lugano, another charming sheet of water nestled among snow-capped mountains.

We will never forget our walks about Porlezza, on Lake Lugano. That beautiful moonlight night that we rowed on the lake, and then went around to the Market Place and sat down among the people of the town, at the little tables scattered about the square, and ate the ices or drank the wine and beer and listened to the band that was playing sweet catchy airs unfamiliar to us. No one can quite understand the novelty of such an experience without going through it. There we were among people speaking a foreign tongue and enjoying themselves in their own way, and we could simply sit there and listen to them. Fortunately we were well equipped as regards making ourselves understood, even if we could not always carry on an extended conversation, as one of our party spoke Italian, one German and three French. It is a most important thing to be able to speak French. It will save you a great deal of work and worry. People will tell you that there is always some one around that can speak English. Yes, that is right. At the hotels you can always be helped along, but what will you do when you get in the suburbs or even around the city? We have often been where not one person could understand us. French is spoken all over the Continent.

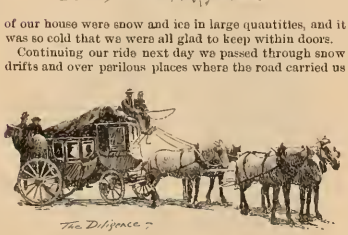
From Porlezza we went to Ponte Tresa, then to Luino, on Lake Maggiore. These Italian lakes are indescribably beautiful. The train and boat trips that you have to make to go from one lake to another are very interesting. Those high climbs over the mountains by rail and the restful sails on the lakes will always remain as pleasant memories. Isola Bella, that lovely island in the lake, with its Palace and gardens full of every variety of tree, was much enjoyed.

TRAVELING BY DILIGENCE.

From the Grand Hotel, Pallanza, on Lake Maggiore, the Diligence transferred us to Gravolona, thence by rail to Dommodossola, where we engaged seats on the Diligence and started on our trip over the Simplon Pass. After a grand mountain ride we reached Simplon Village and registered at the Hotel de Post. Within a short distance

of our house were snow and ice in large quantities, and it was so cold that we were all glad to keep within doors.

Continuing our ride next day we passed through snow drifts and over perilous places where the road carried us



and finally reached Brieg, where we took the train to Martigny, passing through the Valley of the Rhone.

From Martigny we went by Diligence to Chamonix, an all-day trip, passing over the Tete-Noir Pass. Here it was we alighted from the Diligence, and gathering up the snow, made balls and threw them at each other. A little further on the road we picked the Alpine rose, a circumstance that illustrates the quick transition from bleakness to beauty. All this in the month of June.

The experience of riding in those Diligences for so many days was one that I consider the most delightful of all. Charles Dudley Warner speaks of the diligences in his book called "Saunterings."

Our hotel faced Mont Blanc, and we were within a short distance of the "Glacier des Bossons."

OVER A SLIPPERY GLACIER.

The next day we spent by the aid of donkeys in exploring the celebrated Glacier "Mer de Glace." This was the hardest of any of our journeys. We rode for two hours or more until we had gained the summit of Mount Montanvert. Here the guides conducted us down the side of the mountain, where after walking through snow for quite a distance we reached the Glacier and walked over the hilly and slippery ice to the opposite side. We had to jump over deep crevices in the ice. It was very necessary that you kept your eyes about you, as it would have been a serious matter to fall in one of those places.

After gaining the other side of the mountain our trip lay over rough and narrow paths to the "Mauvais-Pas." This Pass is a dangerous one, as it is right down the side of the mountain. We had to exercise the greatest care

in going along, but the danger made it all the more interesting to us young people.

After a long walk we reached our donkeys and pursued our return journey. It is much harder going down hill than up, and many times our donkeys stood almost on their heads, much to the discomfort of their riders. When we reached the foot of the mountain, the moon was out and we could see the Summit House on Mont Blanc. We had an uninterrupted view of the grand mountain from the base to summit, and the moon shining on the snow with the blue sky as a background was a sight of impressive grandeur. The following day was clear, and we viewed the mountain in all its glory. This is something that is not accorded every one, as many times the mountain is enveloped in clouds and it is impossible to see more than half way up. Tourists sometimes stay a week at Chamonix without seeing Mont Blanc.

(*To be continued.*)

Invisible Ink.

Is there an ink which when first written is visible, but soon fades so it cannot be read, the opposite of the sympathetic or secret ink?

Most of the "vanishing inks" depend for their action on the coloration of a solution of starch by iodine and on the subsequent evaporation of the iodine, leaving the starch colorless. Dextrine is starch changed to gum by heat. One formula is:

Mix	Parts.
Sulphuric ether	10
Alcohol	5
Dissolve therein	
Iodine	10
Add	
Dextrine	95

Dry in a *dark*, cool place. For use, dissolve a little in a sufficient quantity of water.—*Dural M. Choudrich, in Popular Science.*

Writer's Cramp.

Dr. Felshue states that this and allied muscular affections are induced by the use of too small a penholder. Many of the penholders in common use are too small to allow a firm grip to be taken, and the result is that the fingers close down tightly in an effort to hold the pen securely, and the long tension results in cramp. If men who write habitually will use a penholder three or four times as large as those generally employed they will never have trouble with their fingers or wrist. A good way to enlarge the penholder is to take a bit of flexible india rubber tubing, which can be had from any druggist, and place it on the holder. This both gives a larger stem and affords an agreeably soft surface, which does not need to be grasped very tightly—or, in other words, which does not tend to slip.

Where He Lies.

"Here lies George Washington, who never told a lie."

Penman's Art Journal.
A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND
SUP'T OF SUBSCRIPTION DEP'T.

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CHANGES IN ADDRESSES.

It will be necessary to give old as well as new address when requesting changes hereafter. We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

The Business College and Private School Business.

From verbal and written reports from about 1,500 out of the 3,000 private schools reached by THE JOURNAL we are able to get a fairly accurate view of the business for this far in the present year.

First of all, let us say that there is a wide variance in the reports from the same classes of schools in the same sections. Some have the largest attendance in their history, others the smallest attendance.

In other sections of the country local conditions have boomed or depressed business, as the opening of new factories on the one hand and the failure of crops and banks on the other hand.

But after sifting out these exceptions and local views, we have as a residuum that the attendance is not quite so large as during '96, nor are receipts so large.

The outlook for '97, while it is not particularly bright, can hardly be worse than at this time in '96.

On the whole, there is a buoyant and hopeful feeling for '97, and with this spirit pervading all classes and sections it will take more than has yet transpired to discourage private school proprietors.

Charlatanry Pure and Simple.

TO THE EDITOR OF THE PENMAN'S ART JOURNAL:

SIR: I enclose you a rare bit of advertising, that you may read it and drop it in your wastebasket. Possibly the same advertisement may be in your paper, in which case, of course, no business man would expect you to "rail" against the advertiser. But even in that case possibly you may let me do so, albeit the chances are that nobody will be benefited by what I may say. The engagement of the advertiser is to teach any person who may apply, and pay $5, shorthand "in 20 easy lessons," and secure the victim a position "paying $10 weekly."

Now, I presume there is no way of punishing this humbug of humbugs, who is as culpable of crime as is the "green goods" or the "gold brick" swindler; and that whatever may be said, publicly or privately, the innocent victims will continue to be lured by this trap, and the swindler will continue to pocket his greenbacks

> **A Profession for Only $5.00.**
>
> Shorthand in 20 easy lessons for only $5.00, if you start at our school next week, morning or afternoon. We secure you position paying $10.00 weekly. Try and start on Monday, as you may never have this opportunity again.
>
> SHORTHAND SCHOOL,
> New York.

and laugh in his sleeve at the gullibility of the public. It is even supposable that this letter—should you publish it—will be the innocent means of inducing some fellow to perpetuate the devices of a sharp swindler.

S. S. PACKARD.

NEW YORK, November 26.

The Journal's Guard of Honor.

During the past three months (since November first, about the time that the Bushwhacking Campaign against THE JOURNAL got fairly under way) over new 7,000 subscriptions in clubs have been added to THE JOURNAL'S lists. These subscriptions came in about five hundred separate clubs, and represent the efforts of probably 1,500 to 2,000 different school proprietors and teachers. This leaves out of sight all previous clubbing records in the history of penmanship journalism.

The subjoined list includes also about 1,500 clubbing subscriptions received in the months of September and October. In all we have entered since the opening of the present school year about 9,000 new subscriptions in clubs alone.

As has been the case for several years past, the premier club comes from Burdett Business College, Boston, Mass., Messrs. C. A. & F. H. Burdett, proprietors. In this case, as in practically all of the others, the club is the result of the co-operation of proprietors and teachers. Messrs. Burdett, Dean F. B., Richardson and our good friends the teachers, among whom are J. F. Barnhart, O. H. Breese, E. H. Fisher and M. C. Fisher, are responsible for this splendid showing. The club numbers 418 and nothing further is needed to indicate the prosperity and size of the school than the size of this club. THE JOURNAL doesn't need to use up columns of good space telling how good it is or how large it is—such clubs as this and those that follow will show how widely it is circulated—and as for quality, it speaks for itself each issue.

The second club in size, numbering 182, comes from that old, reliable, representative American business school—Peirce College, Philadelphia, W. J. Solly, Prin., and is sent by that fine penman and teacher, R. S. Collins, assisted by various members of the faculty. (This makes over 250 subscriptions sent in by Mr. Collins within a year.)

C. H. Allard, the inventor and proprietor of "The Penman's Grip," and the well-known penman and teacher of the Gem City Bus. Coll., Quincy, Ill., is next, with a club of 121.

Just one lap behind and neck-and-neck are J. H. Baldwin, Clark's Bus. Coll., Lockport, N. Y., and W. F. Giesseman, Capital City Com'l Coll., Des Moines, Iowa, each with a club of 120. Mr. Baldwin is a hustling, up-to-date teacher, and Mr. Giesseman—well, who doesn't know Giesseman? He's an old stand-by.

W. H. Beacom of the Goldey, Wilmington, Del., Com'l Coll., another old JOURNAL stand-by, is on deck with a list of 119. JOURNAL readers have had "a taste of his quality" in specimens and articles contributed in the past. He has a mortgage on all of the good things (regard of proprietor, students and townspeople) of Wilmington—and of course is happy.

F. H. Criger, one of America's best writers, and now connected with McDonald's Business Inst., Milwaukee, Wis., sends 114. Criger is a wonder with the pen and the club.

J. G. Kline of the Detroit, Mich., Business University follows with 113—a splendid showing. This represents but part of the school and is an index of Mr. Kline's hustling proclivities and regard for THE JOURNAL. Mr. Kline is one of the old timers who believes in keeping up with the procession.

Other large clubs are so numerous that they make a most eloquent showing by merely printing the names and numbers. We haven't space for more. Here they come:

Ninety-nine from I. W. Pierson, B. & S. B. C., Chicago, Ill.; 91 from I. H. Carothers, Elliott's B. C, Burlington, Ia.; 86 from H. C. Blair, Spokane, Wash., B. C; 85 from E. M. Barber and J. M. Vincent, Packard's B. C., N. Y.; 73 from E. A Newcomer, N. J. B. C., Newark, N. J.; 70 from C. N. Crandle, Athenæum, Chicago, Ill.; 69 from R. O. Waldron, McKeesport, Pa; 68 from a Chicago Friend; 66 from J. H. Bryant, Spencerian B. C., Phila., Pa.; 65 from F. B Moore, Indianapolis, Ind., B. U.; 64 from E. L Moore, Ia. B. C., Des Moines, Ia.; 64 from W. L. Starkey, High School, Paterson, N. J.; 64 from H. Coleman, Coleman's National B C., Newark, N. J.; 62 from a Jersey Friend; 61 from J. F. Siple, Bartlett B. C., Cincinnati, Ohio; 61 from J. M. Wade, Lebanon, Pa., B. C.; 60 from W. J. Trainer, Coll. of Com., Scranton, Pa.; 60 from Zanerian Art College, Columbus, O.; 58 from C. G. Price, Knoxville, Tenn., B. C; 58 from R. C. Spencer, Milwaukee, Wis.; 57 from H. B. Lehman, N. I. Nor. 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C.; 39 from J. W. Lampman, Omaha, Neb., C. C; 38 from G. P. Lord, Salem, Mass., C. C.; E. E Mull, Y. M. C. A., N. Y.; L. C McCann, Mahanoy City, Pa., Williams Coll. of Bus.; 37 from J. T. Henderson, Oberlin, O., B. C.; J. R. Braudrup, Mankato, Minn., B C.; C. C. Lister, Sadler's B. & S. B. C., Baltimore, Md.; Fielding Schofield, B. & S. B. C., Utica, N. Y.; 36 from F. L. Haeberle, State Nor. Sch., Millersville, Pa.; 35 from Howard Keeler, Boys' High School, Brooklyn, N. Y.; W. C. Schuppel, Springfield, Ill., B. C.; C. I. Thompson, Spencerian Bus. Inst., Newburgh, N. Y.; R M Wade, Plainfield, N. J., B. C.; 34 from LeDoit E. Kimball, Lowell, Mass.; 33 from I. C. Shafer, Alamo City B. C., San Antonio, Texas; 33 from R. R. Shafer, Fayette, O., Nor. Coll.; 32 from J. C. Olson, Stanberry, Mo., Nor. Coll.; E. T. Overend, Spencerian B. C., Evansville, Ind.; W. Guy Rosebery, Ottawa, Ill.; 31 from R. W. Ballentine, Dunsmore B. C., Staunton, Va.; A. F. Rice, Butte, Mont., B. C.; C. A. 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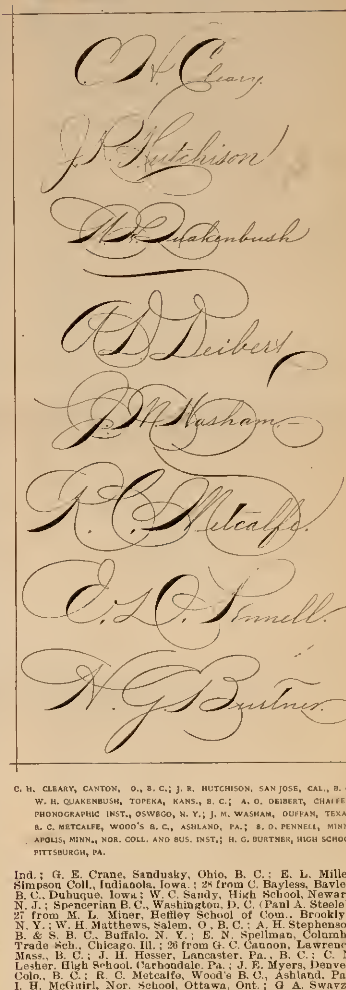

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Clubs of less than ten have been received from the following people. A large number of these clubbers have promised to materially increase their lists before the close of the season. Here are the names:

W. S. Arnold, Tacoma, Wash.; W. S. Ashby, Mitchell, Ind.; J. T. Alvis, Greenville, Tex.; J. M. Aikman, Farmington, Mo.; D. B. Anderson, H. P. Nor. Coll., Des Moines, Iowa; R. W. Brock, Muskegon, Mich.; C. J. Becker, New Bedford, Mass., B. C.; Bro. Bruno, Brooklyn, N. Y.; W. H. Barr, Youngstown, O.; W. R. Bullion, Chicago; E. M. Barler, Cherokee, Tex., Nor. Coll.; M. E. Bennett, Johnstown, Pa; Clara Bank, Osage, Iowa; J. R. Baldwin, Davenport, Iowa; S. L. Beeney, Newark, O.; S. R. Bridgee, Leesville, S. C.; W. L. Blackman, Allentown, Pa.; E. G. Brandt, Uniontown, Pa.; S H. Bauman, Great Falls, Mont., C. C; F. M. Chogwill, Zanesville, O.; A. M. Cassell, Roanoke, Va; G. C. Christopherson, Sioux Falls, S. D.; J. D. Cowgill, Doylestown, Wis.; M. A. Conner, Meadville, Pa., B. C.; J. M. Craig, Wood's B C., Hazleton, Pa.; C. H. Cleary, Canton, O., B. C.; Louis Caldwell, Red Wing, Minn.; W. R. Chambers, Corsicana, Tex.; W. P. Canfield, Stillwater, Minn, B. C.; G. W. 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This trumpet-voiced endorsement from our profession is most deeply gratifying at a time when paltry misrepresentation and insinuation are doing their utmost to disparage THE JOURNAL and place it in a false position before the people whose cause it has championed for more than twenty years. Many of these clubs are from wholly unexpected sources, and a great proportion of them are in the formative stages and will be much larger before the winter closes. Splendid and unprecedented as is the record now, some hundreds of letters from those now at work for THE JOURNAL make it certain that the next few months will have an even more splendid story to tell.

Turning Down Advertisements.

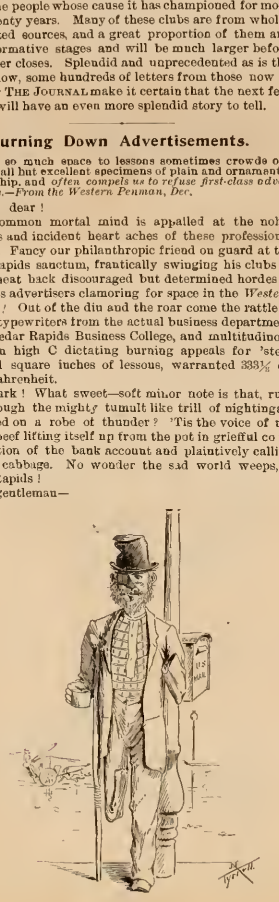
Giving so much space to lessons sometimes crowds out many small but excellent specimens of plain and ornamental penmanship, and *often compels us to refuse first-class advertisements.—From the Western Penman, Dec.*

Dear! dear!

The common mortal mind is appalled at the noble sacrifices and incident heart aches of these professional martyrs. Fancy our philanthropic friend on guard at the Cedar Rapids sanctum, frantically swinging his clubs of two to beat back discouraged but determined hordes of first-class advertisers clamoring for space in the *Western Penman!* Out of the din and the roar come the rattle of myriad typewriters from the actual business department of the Cedar Rapids Business College, and multitudinous voices in high C dictating burning appeals for 'steen hundred square inches of lessons, warranted 333⅛ degrees Fahrenheit.

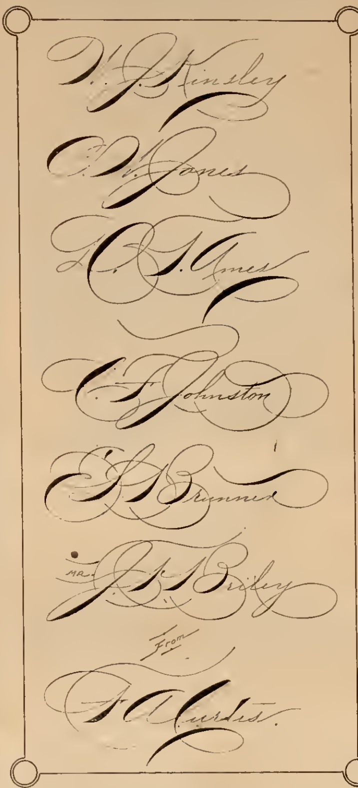
But hark! What sweet—soft minor note is that, running through the mighty tumult like trill of nightingale broidered on a robe of thunder? 'Tis the voice of the corned beef lifting itself up from the pot in griefful commisseration of the bank account and plaintively calling for the cabbage. No wonder the sad world weeps, O Cedar Rapids!

This gentleman—



CARD AND SIGNATURE WRITING.

TO BE CONTINUED THROUGH 1897.



BY F. A. CURTIS, GLENS FALLS, N. Y., BUS. COL.

you all know him—is a type and exemplar of the one-armed, one-legged, one-eyed genus who might have become a fine penman had a few more square inches of lessons come his way when he was getting his growth. However, he is quite respectably numerous, we are informed, and a proper object of professional consideration. We propose to start a hospital fund for him, and will open it with a contribution of $10 cash for each and every instance in which our heroic contemporary has turned off first-class advertisements to accommodate an extra square foot or so of "lessons." Moreover, we will allow our contemporary a substantial commission on every first-class advertisement thus turned off which he may divert to us, and hereby authorize him to guarantee for us that all such ads. inserted in THE JOURNAL will have not only much the largest circulation, but will reach people who as a rule are much better able to buy than the mass of *Western Penman* readers. Thus will virtue prove its own reward all around; our fractional friend will get his comfort, the *W. P.* will get its commission, we will get the ad., and the advertiser will get a rare bargain. And who knows but the cabbage-head may yet mingle its orisons with those of its helpmeat in joyful chorus of peace and plenty?

A Testimony.

I am an all-around business teacher. I teach business writing with shade. Writing all lines heavy or all lines light is monotonous, and therefore lacks beauty. Lack of beauty causes lack of interest, and lack of interest lack of progress.

I encourage every student of mine to acquire a teacher's ability in whatever he studies. A high ideal is a constant advantage for *present improvement*, though its attainment should never be realized.

He is a poor teacher who is unable to teach shade writing. It is better to write an unshaded hand because you *want* to than because your ignorance *compels* you to.

I dislike those pronged capital stems. I never join by

an angular connection to a return stroke when a turn will do as well, or about as well, and I see no advantage of speed or legibility that will justify the substitution of those hideous horned creatures for the graceful forms of the abbreviated Spencerian. To whom, I wonder, ere we indebted for their invention.

That copy-books are entirely pernicious; that their use is the entire or main cause of the present barbarous ignorance of good penmanship everywhere; or that their entire disuse would of itself be the means of bringing about a reform, as was asserted, substantially, by Mr. Palmer at the N. E. A. at Buffalo, I doubt, and hereby challenge any one, either in these pages or elsewhere, by fair discussion, to demonstrate.

I think the science of pedagogy should be as highly esteemed among us as among public school teachers. An ability to teach does not consist as much in what a *man* knows, and can do, as it does in what he can cause his *pupils* to know and do. According to this test of qualification, how many good teachers are there? Who will be the next to testify?

J. Howard Baldwin,
Lockport, N. Y., Business College.

THE BUSINESS MANAGER'S CORNER.

Hundreds of clubs from 2 to 400, and single subscriptions numbering thousands for The Journal, have been received during the present season. Our increased facilities for handling them and our new method of recording and filing subscriptions, enables us to give all subscription matters prompt attention, and at the same time reduces chances for mistakes to the minimum.

The clubbing subscription rates are so liberal that no one, be he teacher or student, can hesitate on the score of cost if he be at all interested in penmanship, drawing and practical education. Our combination clubbing rates with the general educational papers and the leading magazines enables our friends to get The Journal, and almost any of the leaders in the lines mentioned at but little more than the cost of the one periodical alone. Read the combination clubbing rates printed elsewhere in this issue.

The Pope M'f'g Co., Hartford, Conn., are preparing to vigorously push the Columbia bicycle this year. The Journal's business manager thinks the Columbia can't be beat, and as for the claim of the makers that "You See Them Everywhere," he thinks that this is true—at least he is seen almost everywhere (and on both sides of it, too), while learning to ride.

W. K. Cook, Penman of the Hartford Bus. Coll., Hartford, Conn., has an advertisement in this issue of The Journal. Mr. Cook is an expert writer and will give all who patronize him fair treatment.

The Penman's Grip, sold by C. H. Allard, Quincy, Ill., and advertised in another column of this issue of The Journal, is a very practical contrivance for assisting in obtaining correct position of hand and pen. It sells for 25 cents.

Isaac Pitman & Sons, 33 Union Square, New York, announce that in commemoration of the Sixtieth Anniversary (1837-1897) of the invention of Pitman Phonography by Sir Isaac Pitman, and of Queen Victoria's Accession to the throne, they will issue in weekly parts, an edition de luxe of the New Testament in Isaac Pitman's Shorthand.

A. E. Parsons, teacher of writing and drawing in the public schools of Creston, Iowa, has built up a big mail order business in specimens and lessons, by persistent advertising and good work. He is the oldest continuous advertiser among the penmen in The Journal's columns. Mr. Parsons has nine courses in penmanship, and five courses in drawing. He writes cards, signatures, etc., and has several lectures on writing and drawing that he delivers before teachers' meetings. He is doing a great deal of good, and we wish there were more like him. Our readers should send for his new circulars.

The Remington Typewriter Co., have erected a new building at Ilion, N. Y., to be used as a japanning shop. This will so increase the facilities that 150 machines a day can be turned out. The New York offices of Wyckoff, Seamans & Benedict have been greatly enlarged and improved also.

C. A. Faust, 65 Wabash Ave., Chicago, Ill., so widely known as the "automatic man," deals in all kinds of automatic pen supplies, and gives lessons by mail, executes specimens, etc. Our readers should send for his circulars.

Frank McLees & Bros., 28 Elm St., New York, expert engravers of script, are engraving several intermedial or half sloping styles of copy-books. They thoroughly understand spacing, etc., and are frequently intrusted with the preparation of copy as well as the engraving. Their engraving of autographs is fine, as they retain grace and combine with it accuracy. Their cerectype plates, by means of which a lithographed effect is produced on ordinary press, is taking with printers generally.

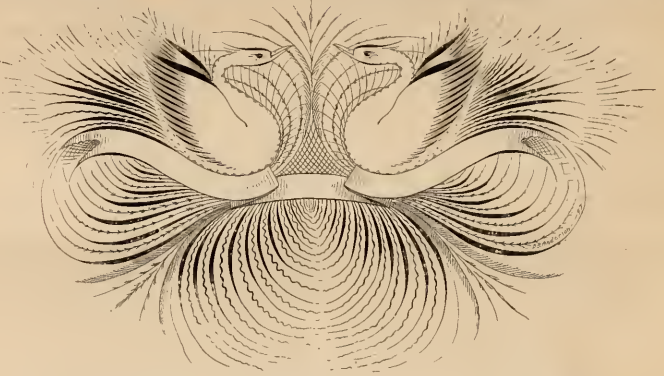
B. F. Johnson Publishing Company, Richmond, Va. publish a number of books particularly adapted for commercial schools and commercial departments. G. M. Smithdeal, Smithdeal Business College, Richmond, Va., is the author of these books. The books are well known throughout the South and have a large sale in the West. The Journal readers interested in works of this kind would do well to send for circulars and sample copies.

The Phonographic Institute Company, Cincinnati, Ohio, is a very progressive concern and is continually bringing out publications that benefit shorthand and typewriting students and teachers. They are particularly interested in pushing the Benn Pitman System of Shorthand and publish the *Phonographic Magazine*, of which Jerome B. Howard is editor.

The Zanerian Art College, Columbus, Ohio, has a good enrollment the present season, and has some excellent material in the many young men and women who will soon be turned out as up-to-date and progressive teachers of penmanship and drawing. The Zanerian students are always in demand in public and private schools of America.

E. E. N. Lee, 98 East Mechanic street, Valparaiso, Ind., is doing some beautiful automatic pen work these days. Journal readers will find his advertisement in another column.

The Caligraph Typewriter, made by the American Writing Machine Company, 237 Broadway, New York, is being vigorously pushed, and has made its way into thousands of offices in the past few years. The phrase the Caligraph people have made so popular, "It outlasts them all," calls attention to one of the leading features of the Caligraph—its wearing qualities. Many people who have had the Caligraph in daily operation for ten or fifteen years with next to no repairs in that time back up the claim of the manufacturers that it cannot be excelled for wearing qualities. The American Writing Machine Company issue a handsome catalogue, which will be sent, together with other pamphlets, to all who are interested in typewriters.



THE PENMAN'S LEISURE HOUR. OFFHAND FLOURISH BY D. B. ANDERSON, HIGHLAND PARK NOR. COLL., DES MOINES, IOWA.

The Ellis Publishing Company of Battle Creek, Mich., the firm that have made such a success of their new system in "Actual Business from the Start," report a large increase in the number of schools using their system since September 1. They have been compelled to enlarge their manufacturing facilities, and even then they have been pushed to the utmost to supply the demand.

The *School Record*, Detroit, Mich., is one of The Journal's bright educational exchanges. Those of our subscribers who would like to see a sample copy can get one free by sending a postal request for it.

W. H. Sadler, 12 North Charles street, Baltimore, Md., publisher of the "Budget System," "Sadler-Rowe Business Practice" and "Sadler's Series of Arithmetics," reports a heavy business during the past few months. New schools are being added to his list of customers, and all are greatly pleased with the work of the "Sadler System of Business Practice."

All the printed matter sent out, whether in their books, catalogues or circulars, by the Practical Text Book Company, Cleveland, O., is decidedly artistic. The best of taste is used in the selection of paper, type and ink, and it shows that some one with a good head is behind the scenes. This company publishes a list of books for business colleges and commercial departments, and the past season has been quite a prosperous one for it.

Dixon pencils, manufactured by the Joseph Dixon Crucible Company, Jersey City, N. J., are so good that we don't know how to refer to them except to say that they are "good." A package containing a variety of these pencils, lately received from them, demonstrates this fact. From the editor to the office boy The Journal force are all ready to swear by Dixon's pencils. Ten cents sent to the manufacturers will bring any Journal reader several samples that will prove our faith in them.

W. Scott Hiser, Supervisor of Writing, Public Schools, Richmond, Ind., will contribute an article to The Journal, in the near future, entitled, "The 'Eureka' in Going From Arm Movement to Its Practical Application in All Written Work."

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

No. 1.

Contrasting the progress of the penmanship world during the past century with the improvements made in other arts during the same period, I am inclined to think that our profession has not kept pace with the general progress of other useful or beautiful arts. With this fact (real or apparent) in mind, I thought it would be well to endeavor to find in what manner we can improve upon existing conditions. For improvement usually follows in the wake of conscious need.

Penmen have been and are still skillful with the pen and hand rather than with the head. Their training has been along the line of the fanciful rather than in the direction of the true. They have, too frequently, indulged in fantastic capitals and poor spelling at the same time and on the same page. To such an extent has this been true that many educators are slow to appreciate good penmanship because they think it stands for or accompanies poor spelling and illiteracy. I do not believe that it is necessarily so, nor do I think that penmen are, as a rule, so much behind the common ungraded school teacher as these educators would have others believe. But we have used enough poor grammar before institutes and colleges to give this impression. To overcome this sentiment among educators we need to consult the dictionary oftener and study our sentences more carefully. These will help our appearances just the same as good clothes.

But we need more than a knowledge of words and their use—we need ideas. These we can get by studying other things than penmanship. The study and practice of penmanship alone has a narrowing tendency of the mind—the study and practice of other things in conjunction with it has a broadening tendency.

As teachers of penmanship we need to know as much about history, geography, nature, mathematics, language, psychology, physiology and science of education as the regular teacher. It will do us no harm to know much more, as much as any one knows. We need to know that a knowledge of the mind as regards its workings upon the nerve and muscular systems is as valuable to us as to any one. We need to realize that a knowledge of the human machine—the body—is as valuable to us as to any. We must know that good penmanship is the result of properly cared for and adjusted muscular, bone and nerve mechanism. We should

know that irregular hours of work, recreation and rest; poor food; stimulants, from tea to whisky, from wine to beer, from cigarettes to pipes, from gum chewing to chewing tobacco, are not good for morals, health or penmanship. We need to know that a knowledge of child nature, mental growth and physical development are necessary for scientific teaching. We need to realize more and more the necessity of basing our instruction in penmanship upon sound pedagogical principles.

In acquiring this knowledge it will not be necessary to neglect morality, or to appear pedantic. It will not be necessary that you attach your name to the title of professor, or to pass some one else's work as your own. Nor will it be necessary for you to expect more than you think you are worth while "holding down" your first situation.

But we have made much progress educationally during the past decade. The average teacher of penmanship is more intelligent and less boastful. In fact, we find a large per cent. of our present penmen to be wideawake, intelligent, social, moral, upright, public-spirited citizens. If at times I fail to emphasize this truth do not think that I undervalue our profession. I am proud of it, and also ashamed that I am not better qualified to serve it by way of example. What I lack in example I shall endeavor to make up in precept, hence these articles.

When I stated that the study and practice of penmanship had a narrowing effect upon the mind I did not mean that the same was not equally true in the study and practice of other arts as specialties. A specialist must necessarily be, to some extent, one sided. And this is an age of specialism. But the success of a specialist in the future will be dependent upon his general ability as well as upon his technical knowledge or skill. Therefore, as penmen, artists and teachers, we need to acquire a good general education. The teacher of penmanship to-day must not only be able to write well, but he must be able to teach. To know how and what to teach he must understand the needs of the pupils and the community. If his students desire to prepare for business pursuits he must know what those pursuits will demand. He must, therefore, have a knowledge of business, of that kind of penmanship used in business, of methods of presenting instruction, and of the laws of mental and physical growth. He must know more and be more than a mere gymnast with the pen.

There is one of two courses for the young student of penmanship to pursue. He must first secure a general education and then special training, or he may first secure the latter and use it as a means of securing the former. He cannot expect permanent success without a good general education. He must have it or be content with unimportant positions and narrowness. These are plain facts, bluntly told by one who has experienced and observed these needs and who has the welfare of the young student at heart. You need not be discouraged about it. You need to begin this day to study your defects and then resolve to eradicate them. Take an inventory of your moral, mental and physical self to find out what you have on hand, and then start anew with the determination to become wealthy in ideas and in skill. Persevere and the future will find you a desirable citizen.

Striking the Trail at Last.

Though not always so fortunate as to find ourselves in complete agreement with our Cedar Rapids contemporary, the *Western Penman*, we are happy to be able to extend it unreservedly cordial congratulations on the securing of so excellent a teacher as Mr. L. M. Thornburgh to give its lessons in Business Writing. JOURNAL readers have long been familiar with Mr. Thornburgh's admirable methods, as thoroughly set forth in these columns, and the sagacious editor of the *W. P.* makes no mistake by falling into THE JOURNAL'S Business Writing footsteps. Though a trifle tardy, it is no mean occasion for self-congratulation on the part of the *Western Penman* that in the matter of Business Writing it has arrived, in 1897, somewhere near the point that THE JOURNAL reached in 1894-5. True we might have arranged to spare our contemporary some trouble, and performed the same good offices for its readers who are seeking instruction in Business Writing, by sending them back numbers of THE JOURNAL of two or three years since; but unfortunately we haven't the back numbers, and if we had, a year's set of them would cost as much as would pay for the *Western Penman* till well over the turn of the century.

When in need of contributors on topics relating to Business Writing, our contemporary can make no mistake in selecting those who have proved their worth through the columns of THE PENMAN'S ART JOURNAL.

A Good Handwriting
What It Is and How To Get It
A Symposium

So much interest has been manifested in this symposium of opinions of teachers of writing that quite a number of answers have been sent in lately, thus delaying the closing of this department. These articles will be printed in the order received and as rapidly as possible.

The questions to which the following articles reply are as follows:

1. (*a*) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)
   (*b*) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position, speed, movement*, etc.)
2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
   (*a*) Body.
   (*b*) Hand and pen.
4. Name the best movement and give your reasons.

Respectfully,
PENMAN'S ART JOURNAL.

B. F. Williams Rises to Respond.

1. (a) Legibility, rapidity, ease of execution and neatness.

(b) Concentration of thought, will power, position, movement, speed.

2. Muscular movement—as applied in writing—is the action of the entire arm, hand and fingers, the arm resting on the muscles forward of the elbow, the hand resting on the nails of the third and fourth fingers, which slide almost in unison with the pen.

3. (a) The body should be nearly erect, facing the table squarely, with both feet in front of the chair and flat on the floor, and both arms on the table.

(b) The hand should be held as when at rest, except the end of the first finger should be raised a trifle to allow the holder to cross the second finger at root of nail, and the thumb bent out so it may support the holder opposite the first finger joint.

The holder should be held at or back of the knuckle, depending on the shape of the hand and how much the fingers bend naturally.

If straight holder is used, the wrist should be turned over to the left so the pen will point as nearly in the direction of main slant as possible.

If oblique holder is used, the wrist may assume its natural position.

4. The muscular movement. It is the least exhausting, easiest to control, and therefore the most accurate compatible with speed, and produces the most legible, graceful and rapid style of penmanship.

B. F. WILLIAMS,
Formerly Penman of No. Ind. Nor. Sch., Valparaiso, Ind.

Permanent or Professional List.

Once more we wish to remind our friends that only subscribers for the News Edition of THE JOURNAL at $1 are eligible for entry on our Permanent or Professional List. We cannot afford to enter on this list clubbing subscriptions received at a less price than $1.

The Permanent List is for the benefit of those who intend to continue subscribing. Of course, if they change their mind all that is necessary is to notify us and the name will be dropped. But papers will continue to go until such a notice is received. Should any subscriber on the Permanent List wish to switch off to the regular list when his year is up, it is still necessary to give us notice, as we can't remember any individual instance.

Enrolled on our Permanent List are the names of the majority of the commercial school proprietors of this country and a great many teachers with not a few ambitious students. It has always been a source of great gratification to us that most of these have thought well enough of THE JOURNAL to pay $1 for it—which is no more than a fair price—notwithstanding the fact that they could have subscribed in clubs at a lower figure.

EDITOR'S CALENDAR.

PITMAN'S SHORTHAND DICTIONARY. By Sir Isaac Pitman. Published by Isaac Pitman & Sons, 33 Union Square, New York. Seventh Edition. Cloth, 300 pages. Price, $1.50.

Pitman's Shorthand Dictionary was first published nearly half a century ago. The present volume is the seventh revised edition. It contains shorthand forms for 55,000 words and 5,000 proper names. It also includes all the leading terms in science, art and literature which have come into general use in recent years, as well as new geographical and other names. It is well arranged and printed, and is a very handsome volume. It must be of great service to all Pitman writers.

PHONOGRAPHIC LESSON CARDS IN ISAAC PITMAN'S PHONOGRAPHY. By W. L. Mason, Prin. New York Metropolitan School of Shorthand. Published by Isaac Pitman & Sons, 33 Union Square, New York. Forty-eight cards. Price, $1.

These cards are so arranged as to give a lesson on each card, and the principles of the system are presented in a logical sequence with the accompanying exercises for practice. It is intended as a self-instructor, also for use in classes, and is based on Isaac Pitman's Complete Phonographic Instructor. The engraving is done by hand, and is excellent. One of the principal objects of the card arrangement is to prevent slovenly and careless work on the part of the student. Since the student is given but one card with one lesson at a time he is not tempted to

The New England Penman

Is now a 32-PAGE journal, and contains more attractive penmanship specimens than any other paper published.

Price only 25 Cents a Year.

The January ('97) number contains **16 full pages of beautiful penwork**, including business writing, artistic writing, drawing, lettering, flourishing, etc., and represents the work of

65—PROMINENT PENMEN—65

Think of it! What a feast for any aspiring penman! And the paper is still improving.

Read what Palmer says about it:

OFFICE OF THE WESTERN PENMAN,
CEDAR RAPIDS, IA., Jan. 20, 1897.

Prof. J. S. MACK, Nashua, N. H.

Friend Mack:—Your last issue of THE NEW ENGLAND PENMAN has just reached me. This is a number to be proud of; it is the equal, if not the superior, of any issue of any Penman's paper that has ever come to my office.

THE NEW ENGLAND PENMAN is all right; it is right up to date with lessons in practical writing. Its illustrations are well selected and in every way appropriate. Please accept the congratulations of a brother publisher. Very truly,

A. N. PALMER.

We have only a few thousand copies of the January number left, and they are going fast. Better order early if you wish your subscription to start with that number.

ONE SAMPLE COPY FREE
to any teacher or prospective subscriber.

Agents Wanted Everywhere.

Address

J. S. Mack

Publisher, NASHUA, N. H.

The surest way to pass an examination is to study carefully the questions and an

A New Book

swers used in previous examinations, thus becoming familiar with the kind of questions asked and the answers expected. For 35 cents we send you a book containing the questions and answers of the **Uniform Teachers' Examinations** held in New York State for the school year from August, 1895, to August, 1896, the answers and constructions in Drawing also being given. Price, postpaid, 35 cents.

How to Pass An Examination

☞ *We also send with this book, without additional charge, the questions and answers for part of the year 1896; also those for the present school year, beginning with August and covering as many examinations as have occurred at the time the book is ordered, thus bringing*

1895-1896

the questions down to date, and furnishing, as it were, two books for the price of one

Address, THE EDUCATOR,
33 Exchange Street,
BUFFALO, N. Y.

look ahead, and practice work on which he has had no instruction. The arrangement is excellent.

KEY TO GRADUATED DICTATION BOOK. Part 1, Political. Paper, 48 pages. Price, 20 cents. Published by Isaac Pitman & Sons, 33 Union Square, New York.

This work contains a number of speeches, and is so arranged that dictation may be given at 50, 80 and 100 words a minute. The speeches are by Right Honorable W. E. Gladstone, and Right Honorable John Bright, M.P.

HOW-TO-SAY-IT—GRAMMAR CHART. By J. H. Bryant, Spencerian Business College, Philadelphia, Pa. Published by J. H. Bryant, 1530 Chestnut Street, Philadelphia, Pa. Paper, 2 pages. Price, 10 cents.

At first sight it doesn't seem possible to get so much information about grammar in so small a space as this chart gives. The object of the chart is to correct the common errors of speech, not by application of rules, but by the use of correct forms. This is the outgrowth of the author's experience in his attempts to teach grammar in a practical way. The student having this little work in his pocket has a guide that will save him from making errors in speaking and writing, and these errors are the ones most likely to occur. This is an excellent little chart.

Ellsworth's Illustrated Lessons and Lectures on Penmanship.

We have received from the publishers, The Ellsworth Co., 101 Dunne St., New York, a Prospectus of "Illustrated Lessons and Lectures on Penmanship," by H. W. Ellsworth.

This work will be ready for delivery about March 1, and will be sold by subscription only. The book will be quarto size, of several hundred pages, cloth binding and will sell for $2. Agents are allowed a good commission and the publishers would like to hear from all who desire to handle the book. The scope of the work is great, treating as it does of the philosophy, physiology, psychology, padagogy, training and practice of the theory and art of penmanship. It is adapted for students and teachers in public and private schools and for home students. But to get a more definite idea you'll have to send for a copy of the book itself or for the prospectus.

New Standard Shorthand Publication.

The New Standard Stenographer, a monthly journal devoted to the interests of writers of McKee's new Standard Shorthand, published and edited by L. V. Patterson, Racine, Wis., has made its appearance. It is 16 pages and cover, and presents a bright appearance. THE JOURNAL wishes it success.

Sorrows of an Editor.

The *Western Penman* feels aggrieved that we should have criticised an advertisement that appeared in our own columns. Why, bless your dear, unsophisticated heart! Our opinions are not for sale, with advertising space or without. You buy the space and say what you wish, within amiable limits; but never for one instant permit yourself to cherish the delusion that such a proceeding can subsidize THE PENMAN'S ART JOURNAL into silence where there are misrepresentations to be corrected, humbuggery to be exposed and hypocritical pretensions to be punctured. If you are afraid of firecrackers, better not play with fire.

Why! why! would you have us believe that the pay you receive from advertisements includes the price of stifling the editorial voice—immunity from criticism at so much an agate line? For example, if your tear-distilling appeals for patronage to wicked copy-book publishers had evoked the glad hand instead of the marble heart and the rempong boot; if your oft-made genuflections had been rewarded with one single little ad., would your fine *Western Penman* conscience have impelled you to gild the horns of the Copy-book Bogy, plug the clefts in its hoofs, smooth out the forks in its tail, and make its serpentine locks the nesting place of pea pinked doves and accordion-pleated eagles? Perish the thought!

Sir John Gorst, who is at the head of the Educational Department in England, is in hot water for declaring in a public speech that "at birth there is not much difference between a baby and a monkey," and that the monkey has the advantage.—*N. Y. Sun.*

THE SHORTEST ALL SEA TRIPS
OUT OF NEW YORK.

THE BEAUTIFUL NEW STEAMSHIPS OF THE
Old Dominion Line
AFFORD A DELIGHTFUL OUTING.

Tickets covering round trip of 700 miles sea travel, meals and stateroom berth en route for
....$13.00...

Send for copy of "PILOT," containing list of short and delightful trips.

OLD DOMINION S. S. COMPANY,
PIER 29, NORTH RIVER, NEW YORK.
W. L. GUILLAUDEU, Vice-Pres. and Traffic Mgr.

Just Out—THE SCHAGEN
A Fountain Pen for a Cent

If your stationer hasn't it, sample will be mailed for 2-cent stamp.

Stationery Department
GEO. BORGFELDT & CO.
18-24 Washington Place, New York

OFFICE OF
THE *Western Penman*

CEDAR RAPIDS, IOWA, February 1, 1897.

TO THE READERS OF THE "PENMAN'S ART JOURNAL:"

It has occurred to us that a few of you at least, do not know what you are missing by not subscribing for the WESTERN PENMAN.

Perhaps you have never seen a copy of the paper. *It is a winner; all statements to the contrary notwithstanding. Perhaps* you are being fooled right along by the firecracker editorials that have appeared in the *Art Journal* regarding the WESTERN PENMAN. Perhaps you think the PENMAN does not stand at the head of the list. It does though, and like thousands of others, you will agree with us in the matter if you take the trouble to investigate.

The writer of the following simply reiterates what has been constantly written us. This letter, as you see, comes from New York, the home of the *Penman's Art Journal.*

THE WESTERN PENMAN, CEDAR RAPIDS, IOWA. NEW YORK, January 30, 1897.

Gentlemen:—Your sample copy was received on the 29th inst., and I am somewhat surprised at the quantity and quality of reading and writing matter it contains. I thought the *Penman's Art Journal* ranked in first-place, but it is in the shade compared to the WESTERN PENMAN. Enclosed please find $1.25 for which send me the WESTERN PENMAN one year, beginning with the February number; also balance of your offer No. 2, namely Kibbe's Alphabets, Palmer's Guide to Muscular Movement Writing (school edition), and Drummer's Yarns. Hoping that this will receive your prompt attention, and wishing the WESTERN PENMAN life long success, I remain, yours very truly, —— —— P. O. Box ——, New York City.

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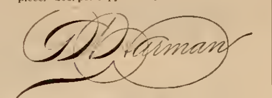

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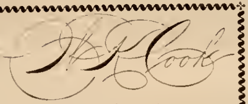

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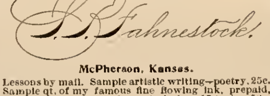

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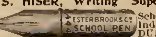

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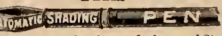

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A TEACHER with high school and normal bus. coll. training, two years' teaching experience, is open for immediate engagement. Can handle book-keep., pen. and shorthand and other branches. Familiar with Williams & Rogers' texts; age 22; weight 145; height 5 ft. 8 in.; unmarried; good references; moderate salary. Address "Y. E. N.," care PENMAN'S ART JOURNAL.

A YOUNG MAN with common school and business college training with little experience in teaching is open for engagement as teacher of pen., arith., book-keep., spell., etc. Familiar with W. & R.'s and Sadler's systems. Age 20; height 5 ft. 9 in.; married; good references; low salary. His wife teaches shorthand and typewriting. Address "SQUARE," care PENMAN'S ART JOURNAL.

TEACHER of ten years' experience in shorthand and typewriting is open for immediate engagement. Has through knowledge of Graham and Benn Pitman systems. Can also teach Dement or any of the Pitmanic systems and English branches. Good health; age 45; weight 150; height 5 ft. 10 in.; married. Refers to Heffley, E. N. Miner, Francis H. Hemperley and others. Wants fair salary. Address "C. H. I.," care PENMAN'S ART JOURNAL.

A TEACHER of telegraphy. Pitman shorthand (revised by Longley), competent to assist in bookkeep., is open for engagement. Has a common, normal and business school training. Two years' experience as practical operator, two years' as teacher of telegraphy and one year as teacher of shorthand. Good health; age 21; weight 142; height 5 ft. 8 in.; unmarried; good references; low salary; ready on 30 days' notice. Address "COLLEGE," care PENMAN'S ART JOURNAL.

TEACHER with four years' experience in public and private schools is open for engagement as teacher of bookkeep., pen., com'l arith., law, etc. Is competent to handle English, civics, history, mathematics, etc. Has completed academic course and com'l course at R. R. U. Familiar with W. & R. texts; refers to A. S. Osborn and others. Wants moderate salary. Ready Aug. 1st, 1897. Address "N. I. A.," care PENMAN'S ART JOURNAL.

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TEACHER of seven years' experience in public and private schools, who is a graduate of public school, business college and State college, Ames, Ia., is open for engagement as all-round commercial teacher. He can also handle common school branches and higher mathematics. Familiar with Bryant & Stratton and Musselman's texts. Age 30; height 5 ft. 10 in.; weight 150; unmarried; strong references; low salary; ready now. Address "N. C. Y.," care of PENMAN'S ART JOURNAL.

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A LADY TEACHER of Pitman and Munson shorthand, typewriting, common branches, office practice, etc., is open for immediate engagement. Is a graduate of a State normal school and has been a student of two business colleges. Three years' experience as teacher in public schools. Good health; age 21; weight 134; height 5 ft. 4 in.; unmarried. Strong references. Address "M. Y.," care PENMAN'S ART JOURNAL.

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A GRADUATE of a high school and of com'l and post graduate com'l and pen art courses of nor. coll. with one year's experience as teacher will be ready for engagement as teacher of pen., bookkeep., bus. prac., law and arith., Aug. 1st. He can also teach English, civics pedagogy, drawing, etc. Is familiar with B. & S., W. & R. systems. Age 20; weight 170; height 6 ft.; unmarried. Strong references; low salary. Address "H. A. O.," care PENMAN'S ART JOURNAL.

A TEACHER of four years' experience in public and private schools with five years training in two normal schools, is open for engagement as teacher of book., arith., gram., civ. gov., business writing. Good health; age 26; weight 150; height 5 ft. 8 in.; unmarried. Familiar with W. & R. and Ellis Systems. Refers to Rearick, Kelchner, Dille and others. Moderate salary. Ready now. Address "Y. R. R.," care of PENMAN'S ART JOURNAL.

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A TEACHER with public school education who has had course of private instruction and who is a graduate of Sadler's B. & S. B. C. is open for engagement. His specialties are bookkeep. and arith. Can also teach gram., history, geog., algebra, geom. and trig. Has had 3 yrs.' experience in engineering work and 4 yrs.' as teacher in public schools. Familiar with Sadler's System. Age 24; weight 150; height 5 ft. 11 in.; unmarried. Strong references. Moderate salary. Ready now. Address "C. H. C.," care PENMAN'S ART JOURNAL.

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A FEW HUNDRED good schools called on us during '96 for commercial, shorthand, pen art and drawing teachers. Many more will call in '97. Do you want one of these places? Now is the time to get in line, good places don't "go begging" long. $1.25 enrolls for a year. We have calls from all parts of the United States and Canada, at all seasons. Write to day for particulars. **Schools desiring the best teachers,** will find it to their interest to correspond with us. Services free. To put the right teacher in the right place is our aim. Endorsed by leading educators. Kindly write us when in need of a teacher. W. T. PARKS, Mgr., Equitable Teachers' Bureau, Charles Block, Denver, Colo.

WANTED. — Bookkeepers (several) of good appearance and pleasant address to travel and teach short courses bookkeeping as outlined in our books. Prefer some who can teach the "Graham" or "Pitman" systems shorthand also. It will require persons who have some special talent for the work. Salary, $40.00 to $80.00 per month and all expenses. Address DRAUGHON'S PRACTICAL BUSINESS COLLEGE, Nashville, Tenn.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

A Tale in Two Chapters.

CHAPTER I.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

DEAR SIRS:—It pleases me to inform you that I have contracted with Prof. A. R. Kip, Napa, Cal., for my next school year. I feel greatly indebted to you for furnishing me with so good a man. I feel sure that Prof. Kip is just the man I was looking for. I shall pay him a good salary. Again thanking you for the service rendered, I have the pleasure to remain

Fraternally yours,

F. H. MORSE, Prop. Hartford, Conn., Bus. Coll.

CHAPTER II.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

DEAR SIRS:—I have accepted a position with E. H. Morse of the Hartford, Conn., Bus. Coll. Will comply with terms at once as per contract. I joined another teachers' agency and received *no notices* of vacancies. Your agency is *the* one for me.

Respectfully,

A. R. Kip, Napa, Cal., Coll.

We have hundreds of similar letters on file.

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We have a number of good vacancies, and this number will be largely increased during the next few days, when the Spring employment season opens. The registration fee pays for six months, and from March 1st to Sept. 1st covers the busiest period of the year in this line. During the past six months we have had more calls for teachers than we had teachers to fill the places. Thoroughly well prepared teachers are in demand.

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GRAHAM.—**Pa.**, by Mar. 1st; **Pa.**, also pen., **Pa.**, **Va.**, **Pa.**, also arith., gram. and com'l if called upon.

PITMAN.—**West Va.**, **Pa.**, **N. Y.**, male teacher; **Western State**, Eng. and com'l also; **Texas**, all-around teacher and Benn Pitman shorthand; **Mn.**, pen. and Benn Pitman.

MUNSON.—**Ind.**, also pen.

DAY.—**Pa.**

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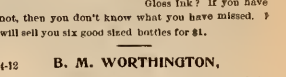

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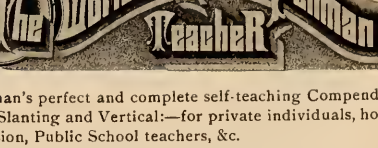

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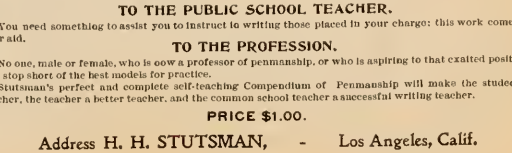

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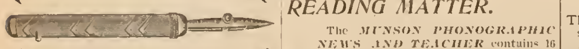

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No 3 has a prefatory letter from Miss Frances E. Willard. The "Ten Minute Talk to Young Teachers" is by Geo. Munro Grant. A wholesome article on "The Choice of Books" is from the pen of Frederic Harrison. Mrs. Mary Sheldon Barnes discusses "The Best Methods of Teaching United States History." "Letters to Dead Authors," by Andrew Lang, furnishes not only first-class entertainment, but much food for serious thinking. Thackeray, Dickens and Edgar Allan Poe are the ones addressed sixteen pages of the book are devoted to the teaching of arithmetic and an equal number to the teaching of spelling. "The Language of the World" and "How to Succeed in Literature" are in this volume, as well as in No. 2.

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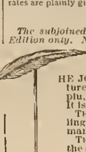

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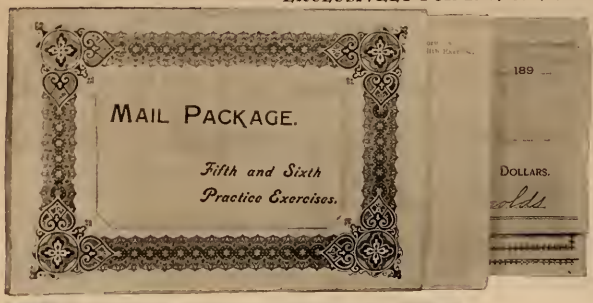

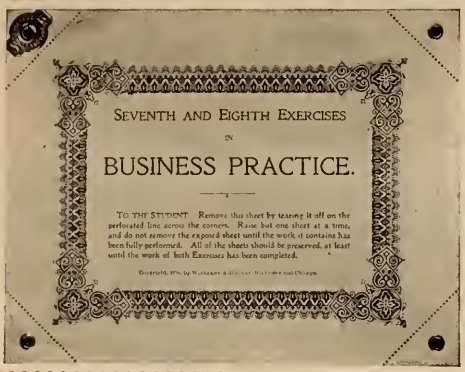

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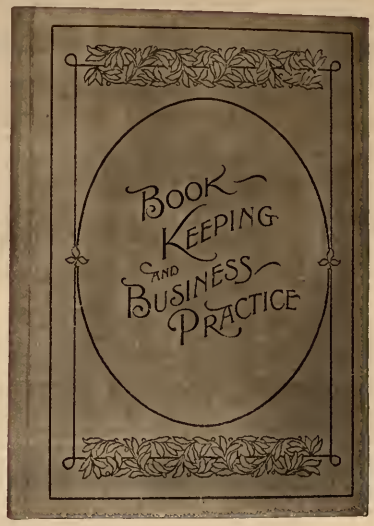

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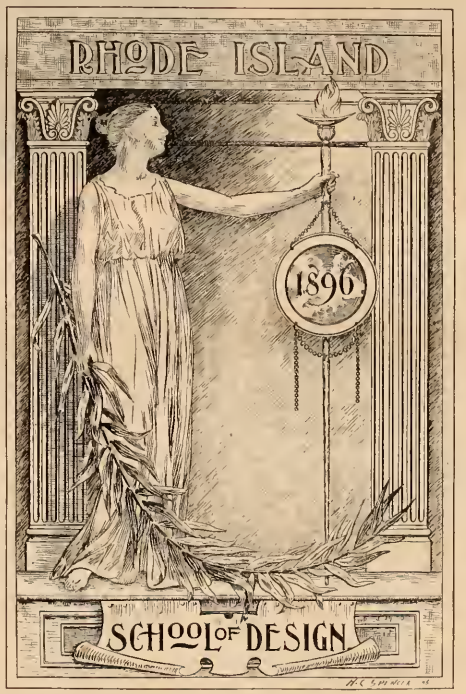

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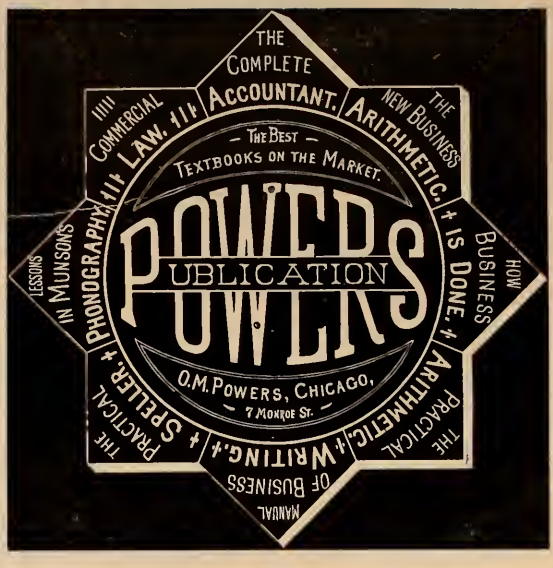

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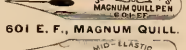

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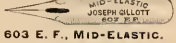

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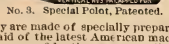

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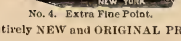

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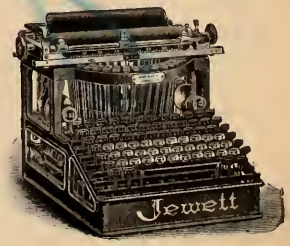

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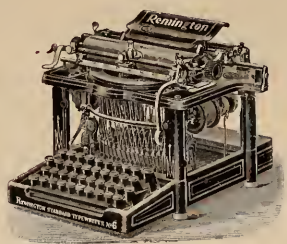

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Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-In-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, MARCH, 1897.

Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

(These lessons began in the January, 1897, number of The Journal and subscriptions may start with that issue if desired.)

No. 3.

Previous Practice.

No. 19.—The work in this lesson is dependent in a large measure upon the mastery of the exercises and principles given in the January and February numbers. If you have gone over all the work in the first two lessons in a thorough manner, you should have such a command over the arm movement that the copies given in this and succeeding lessons will seem comparatively easy. The more you practice, the more you will be convinced that it is the time spent in practicing the foundation exercises that leads to the shortest and surest way in learning to write.

Writing Across the Page.

No. 20.—Much good is accomplished by turning the paper lengthwise and writing across the page. The blue lines not only serve as guide lines for wide spacing, but the absence of any base line is one of the best means of learning to write straight on a page without horizontal rulings. The lines may be written closer together, thereby enabling the student to write more in a given space. All the copies in Plate 11 are intended for this kind of practice.

The Lateral Exercises.

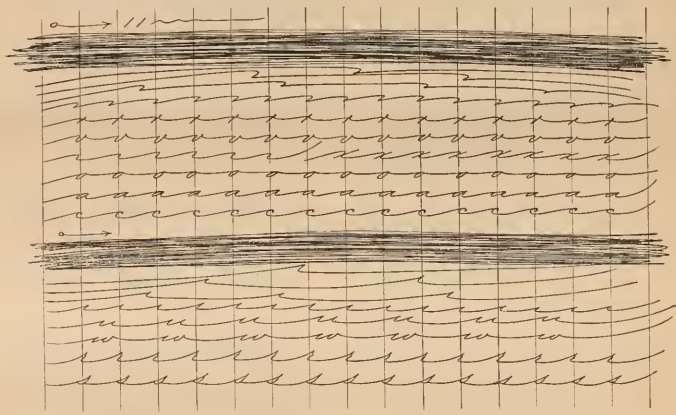
No. 21.—The ability to carry the hand in a good position across the page without lifting the pen is one of the most essential things in learning to write well. On Plate 11 we give the straight line lateral exercise to extend half way across the page, then we come down through natural and easy steps until a down pull is made on every blue line. Make the *r*, *v*, *w*, *o*, *a*, *c* and *s* no closer than the space between the lines. The connecting line between the *u* and *w* may be given twice that space. In this wide spacing work be careful not to use the wrist movement. Keep the arm and the wrist as near straight as you can and do not use one without the other. The whole forearm should be used, and notice especially that the hand is resting and gliding on the nails of the third and fourth fingers. Many have the habit of turning the hand on the side toward the right as the pen travels across the paper. Try to avoid this and keep the hand in the one position.

No. 22.—The small exercises in the February lesson should receive a good share of your attention while working on the small letters in Plate 11. Although the small exercises may seem of minor importance to you, they are really of great importance, as the movement must be brought under control for small writing. We need more practice on small letters and exercises just at present.

No. 23.—Every line should be taken up in systematic order, and at least two pages of each line should be written before another is attempted, and even more if the copy seems very difficult. Use a rapid, regular movement and do your best toward securing a smooth and uniform stroke. You should send me some of your best work on these small letters.

The Capital "A."

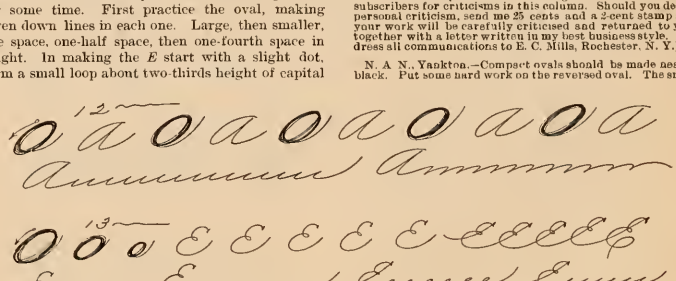
No. 24.—The first down stroke is curved considerably, but the up line is made nearly straight. Do not finish the capital with the stroke below the line; finish same as the copy. This finishing line is more practical, as the small letters may be easily connected with the capital. Be careful not to form a hook at the beginning, and see that the letter is nearly closed at the top. A speed of sixty to the minute is a fair rate and the count of 1-2 may be used. Make the capitals occupy three-fourths the space between the lines. The last copy in plate 12 will help you in joining the capital to a small exercise. Study it carefully and write it with a free arm movement.



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON IN RAPID BUSINESS WRITING.

The Capital "E."

No. 25.—The capital *E* is pronounced by many as being one of the most difficult letters we have to make. It will certainly bear continued practice for some time. First practice the oval, making seven down lines in each one. Large, then smaller, one space, one-half space, then one-fourth space in height. In making the *E* start with a slight dot, form a small loop about two-thirds height of capital and finish with the oval. Two ways of making the letter are illustrated. Both are practical forms. The first form should be practiced until good forms and speed are secured, then try combining them. Count 1-2-3 for each letter, and if you can make from 60 to 70 to the minute and retain legible forms you are writing rapidly enough for speed work. Two pages should be written with each of the word copies.



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON IN RAPID BUSINESS WRITING.

Hard Work.

No. 26.—Let us put forth every effort to make the practice from these lessons a success. Remember that no course of instruction will do you any good unless it is worked. Simply glancing over the instructions and a few hours of fitful practice will not help you much. It takes continuous, patient and systematic effort along the right line to make any permanent or satisfactory change in your writing. Concentrate your entire mind upon the work in hand during the hour for practice and be determined to achieve success. Anything short of success will only demonstrate the weakness of your will power.

Criticism Column.

[Nots.—Please see that full postage is placed on specimens sent for this department. No charge is made to Journal subscribers for criticisms in this column. Should you desire personal criticism, send me 25 cents and a 2-cent stamp and your work will be carefully criticised and returned to you, together with a letter written in my best business style. Address all communications to E. C. Mills, Rochester, N. Y.]

N. A. N., Yankton.—Compact ovals should be made nearly black. Put some hard work on the reversed oval. The small compound curve exercise should be written with a faster movement. Other work good.

T. H. D., Jersey City; H. V. K.; J. B. B., Mesa, Colo.; J. H., Lawrence, Mass.; J. O. W., Canada; F. M. B., Mess, Colo.; R. C. B., Mechanicsburg, Ohio.—I have no criticism to offer you on the work sent. You have an excellent foundation upon which to build. Now see what you can do with the small exercises and word copies in February lesson.

John L. G., Carbondale, Pa.—I notics that your letter was written with finger movement, but that you made a vigorous fight to overcome it while practicing the large exercises. Now, you want to work on those exercises until you can move your arm in every direction, without any assistance from the fingers, before you begin on February lesson.

O. R., Le Mars, Iowa.—Have you written at least three pages of the compact exercises? Read criticism for N. A. N.

It would be difficult for any one to write a creditable page with the pen you use. Use good pens, ink and paper.

F. V. H., Troy.—The work sent shows unsystematic practice. You should begin with the January lesson, and make up your mind to master everything as you go along.

F. G. L., Cleveland.—"Yet lackest thou one thing." Your work is all good, but that small compound curve exercise is too much for you. Get right down to work, and try to conquer this important principle.

J. D. P., Gunnison; Gertie D., Mesa, Colo; M. B. R.; John M., Brooklyn; J. A. D., Greeneville; P. H. H., Barry, Ill.; J. C. R., Mankato, Minn.; J. B. G. and C. P. D., Hayden, Colo.—By no means undertake February lesson until you send me several pages of good compact exercises. Try to make light down strokes and make a dozen or two lines where you only have one. A number of the above sent in exceptionally well written pages otherwise, but we would like to have some of your best *compact exercises*, COMPACT EXERCISES, COMPACT EXERCISES.

Sophrona U. and Olive McC., Mesa, Colo; A. B. L., Pine Point, and F. A. K., Rockford (see criticism for F. G. L., Cleveland).—Compact exercises are good, but the lateral exercises, the steps leading up to the "*m*" and "*n*," are rather weak. Practice these sliding exercises with a strong, steady, muscular movement.

C. H. E., Brooklyn.—I appreciate the effort you are making. The 28 pages of work sent me shows good, solid, honest work. You have followed the instructions in every particular. Make down stroke of "*e*" light, and try the reversed oval compact exercise again.

J. T. S., Star, Iowa.—If you are teaching muscular movement writing in the public school you are doing a good work. I wish more teachers would induce their pupils to subscribe for THE JOURNAL.

A. W. D., Norfolk, Va.—"My greatest difficulty is in turning the hand over on the side while writing a long word. Can you suggest a remedy?" Practice every day on the lateral exercises, and the steps leading to the development of the "*m*" and "*n*." Read and practice carefully the instructions under the title: "Lateral Exercises" in this number of THE JOURNAL. Several have written me lately complaining of this failing. Try the remedy.

J. W. S., Toronto.—"I find that my paper is rather light and my pens a little fine. (Gillott's Principality No. 1.) Would you advise me to change pen and paper at once, or use up material on hand first?" Yes; change at once. You cannot afford to waste your time by using poor material. The pens you mention are too fine for rapid business writing.

We are more than pleased with the way THE JOURNAL students are taking hold of this practice work. Let the specimens come in lively and we will do our best to accommodate as many as possible in this column.

ENGRAVING OF MR. MILLS' COPIES.

The engraving of Mr. Mills' copies that appeared in the January and February numbers of THE JOURNAL was full size of original, which accounts for the heavy lines. Beginning with this number the engraving will be slightly smaller than the original copy. The size, as engraved, however, is exactly what Mr. Mills wants students to use in their practice work.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS, IND.

(These lessons began in the February, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

No. 2.

A Review Hint.

Before commencing with this lesson, as well as all others, practice fifteen or twenty minutes on the flat and shaded ovals given last month. This will make the muscles flexible, renew confidence, and give regularity of movement, all of which are necessary before mastering this lesson.

Capital Stems.

The three classes of stems herein presented are those made up of the principles of last month; and the different forms in Plates Nos. 5, 6 and 7 are those which constitute the principal component parts of the capital letters, which are to follow.

Practice on them repeatedly and unyieldingly, until you can make them well, for they will prove of much service to you later. Study the height, slant and general form. Write four lines, stop, go over your work and criticise; mark your mistakes, then write another four lines correcting your errors, and so on, until you have written page after page of each.

Special attention should be given to the proportion of the exercise, and also to the different ways of beginning and ending each stem, as these forms will enable you to make equally as many styles of capitals. Train your eye to see the faults, then direct your hand to correct them.

Plate Number Five.

Work on the first three stems in No. 5 until you can make them well. By mastering the first three in each of the Plates, the others will be comparatively easy. The first in No. 5 begin with flat ovals, the same as exercise No. 3 of last issue. Retrace a little at the top of the stem, and throw the downward stroke a straight line with a slight curve at the bottom.

All stems should be shaded on the lower two-thirds and the widest part near the base line, as indicated by the little arrow. Make your shades heavy, and lift your pen quick, so as to cut them short and get what is generally termed a "snap" shade.

Plate Number Six.

The forms in Plate 6 are those used in making such letters as *F*, *T* and *P*. Begin with a compound

5.

curve, and take care that your work is neither too straight nor too slanting.

Plate Number Seven.

Those in Plate 7 are used in making such letters as *M*, *N* and *W*. Keep the heaviest part of the shade close to the base line, and avoid making the shaded stroke too much of a curve, or letting it drag too much at the bottom. The lower part of this stem

6

should be nearly straight and the oval part is on the main slant.

Stick to One Copy at a Time.

Do not skip from one copy to another, but stay with one until it becomes easily made, and be sure that you swallow the antidotes according to directions or a fatal mistake may be made. The reward gained will depend on the amount and quality of

7.

THE ABOVE THREE CUTS ARE BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

seed sown; therefore, direct every effort to reap good fruits, and not a harvest of "barren regrets."

Systematize Your Practice.

Keep your pages neat and clean, and file them away in consecutive order, until the end of the lessons, so you may be able to see your improvement. Students under my personal instruction have their pages bound in book form, and you may do likewise, should you so desire.

Shall be glad to hear from you again with a supply of your best work.

A Good Handwriting What It Is and How To Get It A Symposium.

So many replies to THE JOURNAL'S questions as to what constitutes a good handwriting have been received that it will require several months to print them all. If those who have sent answers will be patient, their contributions will be printed in turn.

The answers printed herewith are in reply to the following questions:

1. (*a*) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)
   (*b*) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position*, *speed*, *movement*, etc.)
2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
   (*a*) Body.
   (*b*) Hand and pen.
4. Name the best movement and give your reasons.

Respectfully,

PENMAN'S ART JOURNAL.

A Normal and Public School Penman Has His Say.

1. (a) Legibility, Speed, Uniformity and Facility go hand in hand to make up a good handwriting. Easily read, quickly executed, of uniform height, width, slant, shade, etc., and with perfect ease to the writer.

(b) Position, Movement and Form.—I consider a good position of the body, feet, arms, hands, pen and paper to be the first essential teaching points necessary to bring about a good handwriting.

Without a good position the pupil cannot hope to secure a good movement; and without a good movement he certainly cannot expect to execute a well formed letter. He must understand how a letter is formed before he can expect to execute it perfectly.

Each one of these essentials is dependent on the othe

and teachers of penmanship who would be successful should bear this fact well in mind and keep it ever fresh in the minds of their pupils. One might as well try to make water flow up hill as to expect to execute well formed letters while ignoring position and movement, and be equally successful.

2. The Muscular Movement consists in the action of the forearm upon its muscular rest immediately forward of the elbow, the hand gliding on the nails of the third and fourth fingers.

It may be employed in making strokes in any direction, and in the majority of conditions and circumstances is THE movement to adopt.

3. (a) Front Position, as it brings the arm into a better position to act upon its muscular rest and brings the work more directly in front of the writer, thus occupying less space upon the desk.

(b) The third and fourth fingers should be bent well back under the hand and kept in close proximity with the second finger, to insure a steady motion; the first finger should be slightly bent and rest on top of the holder about one inch above the point of the pen; the second finger should be slightly bent, allowing the holder to cross it at the root of the nail; the thumb should be well bent at first joint and touch the holder at a point directly opposite the first joint of second finger and slightly underneath—*i.e.*, the space being about equally divided between first and second finger resting points; let the penholder cross the first finger immediately forward of the knuckle joint. The simplest, quickest and surest way for the beginner to obtain a correct position for holding the pen is to let the arm hang carelessly at his side, when he will notice that the fingers are in the proper position to receive the pen.

The hand should glide upon the nails of the third and fourth fingers; the wrist and palm of the hand should be raised above the desk to a point that will allow the free passage of a common lead pencil from finger to the muscular rest. The arm should be rolled well toward the body to insure a free and easy motion upon its muscular rest. When these instructions are faithfully carried out, the pupil will note that the top of penholder will point directly over the right shoulder. The touch of the fingers upon the pen should be very light at all times except where a shade is desired, then simply tighten the grip upon the holder and the pen will do the rest; the shade will follow as a matter of course.

4. The Muscular Movement is the best for business writing, and where the writer is blessed with a good muscular development of the forearm and can get it under his complete control. I claim the muscular movement to be capable of better results in professional writing, and even in large, bold capitals, combinations, ledger-headings, etc., for by adhering to this movement alone the writer is capable of greater speed, and the uniformity of letters, especially as regards the slant, is more certain.

By all means, destroy the humdrum way of writing that pupils learn in public schools, and give them a thorough physical training in the muscular movement. Combined with a good position and with a fair knowledge of form, my word for it, any one can become a penman of more or less skill, and it only remains with the pupil at what point upon the register his degree of perfection is to stop as its final resting place.

W. L. Dick,
Teacher of Penmanship in the Pierceton Normal and Public Schools, Pierceton, Ind.

A Correction.

The contribution in "A Good Handwriting" symposium on page 54 of the February number of The Journal, which was credited to B. F. Williams, should have had the name of J. C. McIntire of the Iron City Business College, Pittsburgh, Pa., affixed instead. Mr. McIntire neglected to sign his name to the article, and hence the mistake.

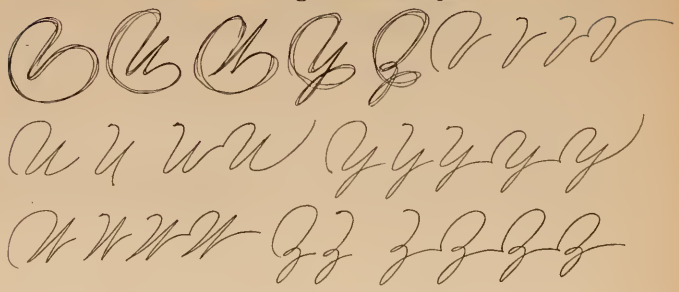
If our friends would remember to sign all contributions and not rely on the letters usually accompanying them, it would prevent errors of this kind.

A Four-Year-Old Prodigy.

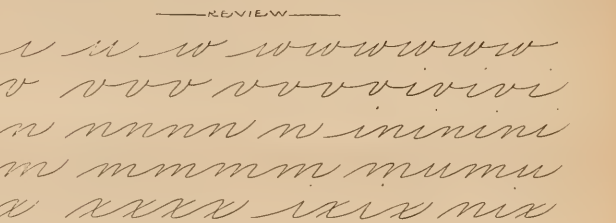
A four-year-old infant prodigy was exhibited recently before the Berlin Anthropological Society. He is the son of a butcher, and at two years of age learned to read without assistance. He knows the dates of the birth and death of all the German Emperors and many other noted persons, and their birthplaces, the chief cities of the world, and all the great battles. He can read anything in print and can talk intelligently about it, but finds it hard to learn to write and draw, dislikes music, and hates pianofortes. The boy is physically well developed though not robust.

A shorthand typewriter, measuring only eight inches by seven, and four inches high, has been patented in England. It is noiseless, cheap, and writes in lines on a roll of paper, the beginning and end of each line working automatically.

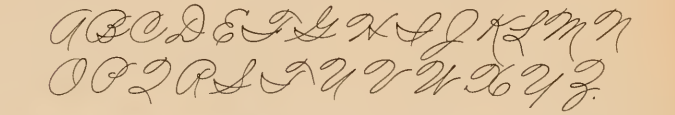
Business Writing Teachers' Open Court.



BY C. H. JENKINS, SHAW'S BUS. COLL., PORTLAND, ME.



BY S. B FAHNESTOCK, McPHERSON, KANS., COLLEGE.



BY F. O. GARDINER, STOCKTON, CAL., BUS. COLL.

BY B. A. O'MEALY, YANKTON, S. D.

Death of a Lightning Calculator.

Henry Jones, who died at his home in Southington last week, was a character widely known, especially as an expert mathematician. He was popularly known as the "lightning calculator," by reason of his ability to add in an instant columns of eight and ten figures as quickly as he could pass his hand over the page. Mr. Jones was born in Southington, July 9, 1830, and the only education obtained by him, outside his own efforts, was gotten at the public schools and at the Lewis Academy. He was a remarkably bright pupil, and at the age of seventeen taught his first school in Wolcott. The next and several succeeding terms he taught in the town of Burlington, and later at the Cheshire Episcopal Academy and Mr. Everest's school in Hamden. From 1861 to 1863 he taught mathematics at Burlington College, New Jersey. Later he turned his attention to life insurance, and was located in New York City for many years.—*Connecticut School Journal.*

Without Hands, Yet Accused of Forgery.

Anniston, Ala., Jan. 21.—The Rev. A. R. Fowler, who is minus both hands, was arrested here this afternoon, being wanted in Elberton, Ga., on a charge of forging three rent notes and a mortgage on a farm. Fowler was pastor of the Elberton Presbyterian Church for three months last year. Fowler lost his hands within a few weeks of each other about three years ago. He took out an accident policy for $5,000, and seven days afterward one of his hands was shot off while hunting. When this wound healed, and before the first policy was paid, another policy was taken out. Fowler went out gunning again in a few days and came back with the other hand blown to pieces. The insurance company is fighting the payment of the policies on the ground that the loss of the hands was not due to accident. It is not explained how the alleged forgeries were committed.—*St. Louis Globe Democrat.*

Penmanship and Drawing For Public and Graded Schools.

PUBLIC SCHOOL WRITING CONTEST.

The Journal's Annual Competition Open to Schools in the United States and Canada.

An event that is looked forward to with much interest by supervisors and special teachers and pupils is THE JOURNAL'S annual writing competition for public school pupils. These contests have proven to be of great benefit to all concerned. To the pupil in the stimulus it gives him to excel. To the Supervisor in knowing how his work compares with that in other towns and in helping him to enthuse his grade teachers and pupils and induce them to put forth extra efforts. All who participate get equal benefits—even if all do not win prizes.

Every Supervisor and Special Teacher in the United States and Canada should enter his schools in the forthcoming competition.

THE JOURNAL has made arrangements with Chandler H. Pierce, Supervisor of Writing, Evansville, Ind., to act as judge. All specimens for this contest should be addressed to Mr. Pierce. The certificates of award will be signed by Mr. Pierce, the editor and the managing editor of THE JOURNAL.

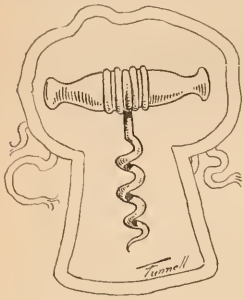
Following are the

Conditions.

The contest is open to all cities and towns in the United States and Canada.

Any one or all grades may be entered, from first to High School inclusive.

Send *best two* (only) specimens from each grade, and see



"DRAWING MATERIAL."
BY G. L. FUNNELL, BRIDGEPORT, CONN.

that the name of the writer, school, grade, age, city and date is on each specimen. This is very important.

Put specimens from each grade together, and *fasten* all grades in one package, with name and address of supervisor on outside. This prevents loss or mixing.

The age qualifications are as follows: First, or lowest grade (if the numbers are reversed, as they are in some cities, the eighth will be the lowest) specimens must not be sent from students over seven years of age; 2d grade, 8 years; 3d, 9 years; 4th, 10 years; 5th, 11 years; 6th, 12 years; 7th, 13 years; 8th, 14 years; High School, 18 years. This will put all on an equal footing.

Each specimen must contain at least four different lines—not same line repeated four times.

All specimens *must be written in* BLACK *ink*.

Specimens to be in Mr. Pierce's hands not later than May 10, 1897.

It will facilitate matters if our friends will mark all letters and packages pertaining to this contest: "For Public School Contest." Also put any special instructions or information on the package itself (and not on wrapper or in letter).

The Prizes.

The prize certificates are handsomely lithographed especially for these contests, and state, over the signatures of the judges, that they are awarded for best (or second best) specimens of writing in that particular grade, in a national contest.

Two certificates are awarded for each grade, a first and a second; this will make a total of 18 certificates.

Special certificates will be given to the supervisors whose students secure the greatest number, second greatest number and third greatest number of certificates.

Remember to send all specimens direct to Chandler H. Pierce, Supervisor of Writing, Evansville, Ind.

What One Public School Teacher Has Done.

Two years ago, a young lady public school teacher in Massachusetts, upon the advice of the teacher of penmanship in a Boston business college, subscribed for THE PENMAN'S ART JOURNAL and took up the course of lessons then being given by L. M. Thornburgh. She had been told by her friends and some teachers of writing that she could not learn to write well, but she learned to write better than the average person and succeeded in winning several of Mr. Thornburgh's prizes offered for the best work from his lessons in THE JOURNAL. This encouraged her to such an extent that she continued her practice and took some lessons by mail from Mr. Thornburgh. Now she instructs her own students in the proper way and also imparts her ideas to three hundred school teachers and through them to at least 10,000 public school pupils. Some of the best movement exercises we have ever seen were executed by herself and pupils. All of this has been brought about by one subscription to THE JOURNAL. The teacher mentioned is Miss Jessie G. Prescott, Principal of Adams' School, East Lexington, Mass.

FREE. PENMAN'S ART JOURNAL and your favorite Educational Journal—at what you are now paying for one. See particulars on page 59.

Sixth Grade Work.

In graded penmanship, each grade has work to do relative to that which comes after it. The early part of school training should be devoted to laying an able foundation, which is being perfected and solidified by constant attention to details. After a pupil has had five years of instruction the work is in a certain sense advanced, the foundation nearly completed, that is to say a fairly good idea of form and movement has been obtained. In the sixth grade, it remains to perfect these, by the closest application, and pains-taking practice. The time devoted to each lesson should be from twenty to thirty minutes each day. At the commencement of the lesson on each pupil's desk should be placed his book, a piece of practice paper, ruled similarly to foolscap, and a small piece of tracing paper. The first words spoken should be "Take writing position," and the lesson not allowed to proceed until every one is correctly placed. This accomplished, a movement exercise drill not exceeding five minutes duration should be given. These exercises should consist of a simple combination of the capital letter which appears in each day's lesson, and one on some particular small letter. A harmonious and taking exercise is one in which the teacher strikes a bell as each stroke or slide is made by the pupil. Insist on free movement during these short exercises. Next have pupils take book and place the tracing paper over the line of copy. Trace with pen, the teacher in charge counting with a fair degree of speed, after which trace twice more, the pupils counting in concert. There is a fascination about this ink tracing which is productive of good results. This accomplished the practice paper is taken and the same copy written independently. Select individuals to count and increase the speed as the lesson advances. Pass around among pupils and call attention by board illustration to various mistakes. Finally have the class write in books, and as each page is completed mark on the scale of one hundred.

ESTHER AGNES MACDONNELL.
Supervisor of Penmanship in Holyoke, Mass., Schools.

Writing With Either Left or Right Hand.

In many schools of Great Britain the utility of teaching children to write with both hands is being considered. In Japan school children are taught to write with both hands, and in this country the matter is receiving some attention.

Western Drawing Teachers' Association Fourth Annual Meeting, St. Louis, Mo., April 21, 22, 23, 1897.

Miss Frances Ransom, Secretary of the Western Drawing Teachers' Association, requests us to announce that the fourth annual meeting of this body will be held in St. Louis, Mo., April 21, 22, 23. The International Kindergarten Union meets on April 19, 20, 21 at the same place, and those who desire to attend both meetings can do so without extra expense. This also allows the members of both bodies the excursion rate of one and one-third fare for the round trip. Mrs. C. M. Riley of St Louis, Chairman of the Executive Committee, has worked up much enthusiasm and interest among the people of St. Louis and a rousing meeting is predicted and expected. The programme promises a feast, as it bears the names of many of the leading educators of the country, not in drawing alone, but all educational branches in general. Over sixty exhibits are promised from leading cities of the West. We trust that the attendance will be large and that all will have a pleasant and profitable meeting.

BY L. W. HAMMOND, BATAVIA, N. Y.

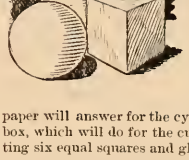
The meaning of the drawing is slightly ambiguous, but we take it that Mr. Hammond means that even this disconsolate individual would be made happier and brighter if he followed the injunction on the fence to "Subscribe for THE PENMAN'S ART JOURNAL."

LESSONS IN DRAWING.

BY A. C. WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN. ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

(These lessons began in the January, 1897, number of THE JOURNAL, and subscriptions may start with that number if desired.)

Number 3.



one should attempt to teach drawing without the three solids here represented. They should be of a size large enough to be easily seen across the schoolroom. A croquet ball will serve as a good model for the sphere, a fruit can covered with white paper will answer for the cylinder, and a pasteboard box, which will do for the cube, can be made by cutting six equal squares and gluing them together. It

In this you have a specimen of my business penmanship
Yours truly,
A. D. Diebert.

BY A. D. DIEBERT, CHAFFEE'S PHONOGRAPHIC INST., OSWEGO, N. Y.

is better, however, to have them all of the same material, wood being preferable.

All natural or manufactured objects may be grouped under one or the other of the above solids. Objects having a continuous curved surface resemble the sphere, those having a curved surface around one way the cylinder, and those having plane surfaces and straight edges resemble the cube. In nature, the spherical and cylindrical forms predominate and in things made by man the cubical.

Study of the Sphere.

The sphere is the most pleasing of the three solids to handle, and is a favorite form with children. Many of their playthings are based upon this form, especially those which are propelled by force, such as balls and marbles. Many varieties of fruit, such as apples, cherries, peaches and grapes, are also of this form. Children should, by careful questioning and experiment, be led to see that the sphere is round in every direction, that but one-half of it can be seen at a time and that its outline, when viewed from any position, is that of a circle. The name "sphere" should then be taught by the teacher writing it on the board and pronouncing it carefully. This should all be done before any attempt to draw the sphere is made. At another lesson have pupils write or tell the names of things they have seen that are shaped like a sphere. Some will mention such things as the face of a clock or a wheel, which should be corrected by the teacher calling attention to the fact that those objects are round only one way, while the sphere is round in all directions. This important point is sometimes overlooked by teachers who get confused between the real object and the picture or representation of the object. While the outline of the sphere is always a circle, all things that have a circular outline are not spheres. The drawing that the teacher or pupil makes is not a sphere, but a circle, which is the picture of a sphere.

To make drawings of spherical shaped objects, such as represented in accompanying plate, have pupils draw circles two or three inches in diameter according to instruction given in previous lesson, and afterward modify them by taking away from or adding to the circle such lines as are necessary to correctly represent the objects.

Pupils should be taught to sketch their outlines very lightly at first in order that necessary corrections may be made without destroying the surface of the paper. It requires a great deal of practice to draw good circles, and the blackboard should be used freely for practice. Encourage free, bold drawing without carelessness. Permit us to again impress upon your minds the importance of having all work done absolutely free hand. If the object in teaching drawing were simply to get pretty things on the pages of the blank book, you might be justified in permitting the use of compasses, strings and box-lids for getting circles, but since the development of the child is the object of all true teaching, nothing should be used which is not directly in line with his advancement. Have children understand that you want *their* work, and you will, in most cases, get what you want. A bad drawing that represents the best work of the child is a thousand times better for him than anything that he could produce by mechanical helps. Encourage every honest effort, but be careful that you do not encourage a dishonest one.

Study of the Cube.

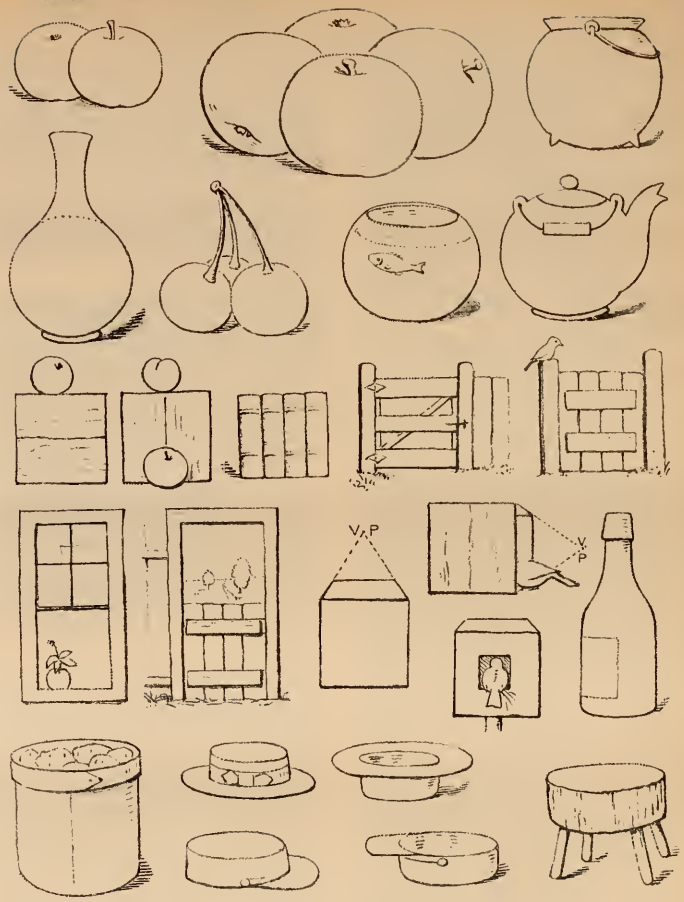
If each pupil can have a cube of his own for study, it will add greatly to the interest of the lessons on this solid. With a model in her hand, the teacher may say, "Children, we begin to-day the study of a new solid, which is quite different in form from the sphere which we have been studying. How many of you know a name for the solid which I hold in my hand. (All know it by some name, and most children will call it a block or box if the word cube has not been previously taught them. At this stage of the lesson this name may be accepted, as the object now is not to teach a name, but to learn something of the solid).

"Take the block from your desk and examine it carefully. Learn all you can about it. Place it again on your desk and cover it with a book. Now I will see what you have learned. How many flat sides has it?" (Answers will vary.) Have them uncovered and examined again in reference to the number of sides. In a similar manner teach the number of corners and edges. By judicious questioning, draw out the facts that the different faces are flat, square and equal. The name cube should be taught and used thereafter in all reference to this solid. At this time a comparison of the sphere and cube may be made which should bring out the following points:

A sphere has one face.	A cube has six faces.
" " " no corners.	" " " eight corners.
" " " no edges.	" " " twelve edges.
" " will roll.	" " will stand.
A sphere is pleasant to hold.	A cube is unpleasant to hold.

Begin drawing the cube by representing it as it would appear directly in front of the eye, showing one face (see plate). Such figures do not make pleasing drawings, but are excellent practice in getting proportions. Little devices, such as birds, letters and animals, can be added to keep up interest.

In drawing the cube showing two or three faces, the front face should be drawn first, the vanishing point (V. P.) located and lines representing the receding edges drawn toward it, after which lines representing the farther edges of the cube should be drawn. The tendency of children is to cut off too much space between front and back edges, which gives the appearance of a solid longer from front to back than from left to right. Little children by holding their models in various positions above and below the eye can be led to see that the receding edges appear to approach each other. Do not call this perspective drawing. Say it is drawing things as they appear to the eye.



BY A. C. WEBB, ILLUSTRATING HIS LESSON IN DRAWING.

Study of the Cylinder.

Using the three models make a comparison, bringing out the following points: The sphere can roll; the cube cannot roll. The cube can stand; the sphere cannot stand. The cylinder can both roll and stand. It cannot stand as firmly as the cube nor roll as freely as the sphere. The sphere has only a curved surface; the cube only flat surfaces; the cylinder has both. The three models all belong to the same family, the Solid family. The sphere is the father, the cube the mother and the cylinder the big son who resembles both his father and mother. Place him between them where he belongs.

Which will children like best. To draw a cylinder in the vertical position children should first sketch a square or oblong representing its proportional height and width, then draw the ellipse representing top end. To avoid a common error of getting ellipse pointed, have a very short curve drawn at each end first. Have them draw the line representing the front edge of lower end with a little more curvature than corresponding edge of upper end, without giving them any technical reason at this time. The cylinder may also be drawn lying on its curved surface, showing it to the right or left of eye. For drawing objects based upon this solid, draw complete cylinder first, then change to represent desired objects.

To teach these three solids properly is a good year's work for any teacher. When you have your pupils so they can readily classify the various objects with which they come in contact you have laid a good, broad foundation, upon which a substantial and pleasing structure can be built in future years.

The International Public School Exchange.

There may be nothing in a name. The above caption means all it implies. Nothing will prove the conditions more effectively, as to progression or retrogression, in the writing of our public schools than a liberal exchange of work done by the pupils in all grades.

Be sure the name, age and grade are on each specimen. I will gladly exchange with any and all, or I will send specimens to any one for enough stamps to pay postage.

How do you know you are doing well or ill, except by comparison?

A few figures in each specimen will aid very materially in reaching just conclusions.

Waitingly thine,
CHANDLER H. PIERCE,
Evansville, Ind., Public Schools.

"It is tough, but true," said the Cumminsville sage, "that a man generally does not get any foresight until he is too old to have anything to look forward to."—*Cincinnati Inquirer.*

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

(These lessons began in the January, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

No. 3.

Movement.

If one writes with the forearm or muscular movement in slanting writing, exercises for the simple acquirement of this will not be necessary. Exercises for the acquirement of movement and form can be made from many of the Spencerian letters with but slight modification of the regular forms. The forms in the vertical script are more simple, and if exercises are made from them, they will be so changed that little will be gained so far as form is concerned. Tracing exercises can be made from a few of the letters, such as *A*, *C* and *E*, with only slight modification, but we believe repeating words and letters just as they are will answer the purpose just as well, and for the average child in the grades will be much better. Drill upon the capital letters, the words given in last article and other similar ones throughout the entire course.

Speed.

In applying this to a class it will be best to regulate the speed with which pupils write. This can be done by counting. Do not count for every stroke as it tends to produce angular writing, to prevent freedom, and to repress individuality. The constant use of metronome is discouraged for the same reasons. Give one count for each letter, but continue it only long enough to show pupils the rate required.

Avoid Lateral Movement.

So much lateral movement is used in slanting writing that it is quite likely to affect our vertical writing as shown by the word "*rain*" in the last line of the copies given this month. Notice the narrow turns at top and bottom of letters. Notice that upward strokes are straight and slope about the same as in slanting writing. It is difficult to write this style, especially with any freedom. It is usually the result of trying to maintain a stationary arm rest, and to swing the forearm hinge-like as in slanting writing. Roll the arm instead of swinging it, and it will produce upward strokes that are curved, and in a more upright position.

Combined Rather Than Pure Forearm Movement.

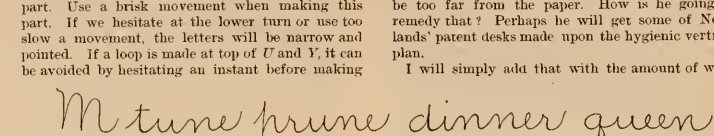
The fingers may bend a little when making the capital and loop letters. It is not necessary for the adult to do this, although most of us do, but we believe it is far better to have pupils in the grades use this combined movement than it is to have them try the pure muscular movement.

M and N.

In making capitals *M* and *N*, avoid making upward strokes too slanting and too straight as shown by the incorrect forms. Let the upward strokes trace back on the downward as this will enable us to round out the letters at the top.

Y and U.

The difficult points in *Y* and *U* are at the lower part. Use a brisk movement when making this part. If we hesitate at the lower turn or use too slow a movement, the letters will be narrow and pointed. If a loop is made at top of *U* and *Y*, it can be avoided by hesitating an instant before making the downward stroke. Review the work in two former articles and practice the capitals and words before trying the sentences. If the sentences seem difficult, practice each word separately. Be careful not to throw the weight of upper part of body on the arms as this makes it difficult to write across the page.



BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON IN VERTICAL WRITING.

A Criticism on Mr. Houston's Vertical Writing Instructions.

I have noted quite carefully Mr. Houston's article on vertical writing in the January number of THE JOURNAL and with your permission I would like to offer a few criticisms.

He says, "Practice No. 1 with a brisk movement until all trace of slanted ovals has disappeared."

Does he not know that if the paper is held squarely in front of body the oval will be vertical and will only become slanting when the paper is slanted?

"In practicing No. 2 make the exercise extend as far across the page as possible without stopping.

"With feet flat on the floor and body erect enough and balanced so the arms resting on the desk do not have to support the upper part of the body one can, by practice, extend the length of the exercise considerably."

Why does he not say that one can extend the exercise across the page of foolscap? He certainly can if it is a true movement, and that seems to be what he is driving at.

"By having only about half the forearms on the desk and by keeping them near the body the weight of the arm will be supported largely from the shoulder. This does not mean full arm movement." Indeed! the arm is supported from the shoulder, making the shoulder the center of motion. The arm working freely the whole length, as it must if this exercise, "No. 2," is extended at all, and yet it is not whole arm movement. Well, pray tell us what it is. And what is whole arm movement?

If the desk is low enough to allow the arms to drop to within three inches of the body the eyes will be too far from the paper. How is he going to remedy that? Perhaps he will get some of Newlands' patent desks made upon the hygienic vertical plan.

I will simply add that with the amount of written work our children are obliged to produce, Mr. Houston will find it impossible to have children in lower grades, at least, write with whole arm movement. Perhaps that is why he does not call this whole arm movement; but a rose with another name will have just as many thorns.

W. F. LYON,
Supervisor of Writing, Detroit, Mich.

Recent Public School Book Adoptions.

Writing.

American Vertical System of Penmanship.—Long Island City, N. Y.

Spencerian Vertical Copy Books.—St. Vincent de Paul's School, Brooklyn, N. Y.; Hollis, N. Y.; Girard College, Philadelphia, Pa.; Norwood, N. Y.; South River, N. J.; Little Falls, N. Y.; Tampa, Fla.; Niagara Falls, N. Y.

Drawing.

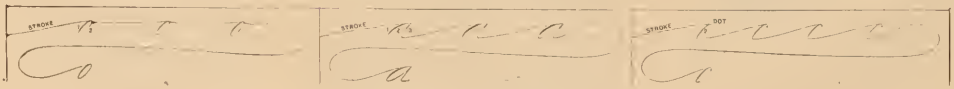
Prang Drawing System.—Jacksonville, Fla.
Eclectic Drawing System.—Blossburg, Pa.
American Drawing Series.—Jerseyville, Ill.

Commercial.

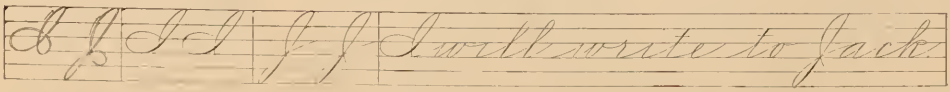
Peterman's Civil Government.—Holmes, Ohio.

Fame comes only when deserved, and then it is as inevitable as destiny, for it is destiny.—*Longfellow.*

FROM BOOK 2, ELEMENTARY COURSE.



FROM BOOK 6, GRAMMAR COURSE.



FROM BOOK 5, GRAMMAR COURSE.

SHELDON & CO.'S NEW STANDARD WRITING BOOKS (ILLUSTRATING THE MOVEMENT DEVELOPMENT IDEA.)

(SEE PAGE 53, EDITOR'S CALENDAR).

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, MARCH, 1897.
NEWS EDITION.

MIRROR OF THE PROFESSION
NEWS AND VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— THE JOURNAL desires its news columns to be what this heading states—a mirror of the profession, and we always appreciate any courtesy extended by our friends in sending any news about new schools, movements of teachers and items of general interest. We wish school proprietors would keep us posted about the changes in the faculty, and send in other news items in regard to their school or anything that they think would be of interest to JOURNAL readers. Teachers and subscribers of THE JOURNAL can help make this department interesting to all readers by sending information for any of the various departments. THE JOURNAL devotes considerable time and money to this feature, and we are encouraged in doing it by the many favorable comments we get from our readers. As in other departments covered by THE JOURNAL, we desire to continue to lead in the news line. When anything happens to yourself, your school or in your neighborhood that is suitable for these columns, don't fail to let THE JOURNAL know of it as soon as possible.

— Recent callers at THE JOURNAL office were: C. A. Bliss, Bliss B. C., Dover, N. H.; F. H. Bliss, Bliss B. C., Newburyport, Mass.; Mr. Schell, Schell's B. C., Hoboken, N. J.; C. M. Robinson, Chappaqua, N. Y., Institute; E. L. Grandy, Cohoes, N. Y., School of Bus.; W. E. Dennis, Brooklyn, N. Y.; S. A. Phillippy, Coleman's National B. C., Newark, N. J.; R. T. Chaney, Dover, N. J., B. C.; G. C. Raynor, Polytechnic Inst., Brooklyn, N. Y.; S. S. Packard, Packard's B. C., N. Y.; E. E. Ferris, Eagan's School of Bus. Hoboken, N. J.; R. A. Kells, New York Bus. Inst.; C. B. Hall, Spencerian B. C., Yonkers, N. Y.; Eben Hearne, J. E. Somers, N. Y. City; H. Coleman, Coleman's Nat'l B. C., Newark, N. J.

— Among the new schools lately brought to our notice are the following: Berkshire B. C., Pittsfield, Mass., W. P. Tangye, Prin.—South Florida Mil. & Edu. Inst., Barton, Fla., Jno H. Bridges, Prin.—Christian Bros. School, 65 Jay St., Detroit, Mich.—Salamanca, N. Y., B. C., Joseph Leaning and Henry E. Greer, Props., Henry E. Greer, Prin.—The University Academy, Paris, Texas, E. M. Chartier, Pres., Jno. W. Wilkinson, Prin.—St. James School, 293 St. Dennis St., Montreal, Canada, B. L. Richards, penman.—St. Joseph's Commercial, East Ottawa, Can., Bernard Fletcher, penman.—Massengale's B. C., Birmingham, Ala.—Gouverneur, N. Y., B. C., W. B. Thuyer, Prin.

— W. C. Henning, Davison, Mich., anticipates opening a business college.

— The following changes have taken place in school names and school management recently: Shaw's B. C., North Adams, Mass., E. J. Shaw, Prin., has changed its name to the Berkshire B. C.; the Indianapolis, Ind., Coll. of Com., C. S. Perry, Prin., is now known as Perry's Mercantile Coll.; H. C. Rowland has disposed of his interest in the Capital City Com'l Coll., Charleston, W. Va., to his former partner, W. B. Elliott. Mr. Rowland has purchased the "Zanerian Compendium of Business Penmanship," and is now publishing it, with headquarters at Columbus, Ohio; C. E. Jones, Prin. of Jones' B. C., Chicago, has moved his school down town, and is now located at 94 East Washington St.; F. H. Harper, formerly of Columbus, Ind., has bought the International B. C., E. Saginaw, Mich.; S. McVeigh, part owner of the Spencerian B. C., Indianapolis, Ind., informs us that the school has been sold, but we have not heard to whom.

— The Sunberry, Pa., B. C., has closed.

— Letters addressed to the Flower City B. C., Canandaigua, N. Y., and Albion, N. Y., B. U., have been returned, indicating that the schools have closed.

— In the February number of THE JOURNAL we announced the closing of Buena Vista Coll., Storm Lake, Iowa. It was a mistake, however, and P. B. S. Peters, Prin. of the penmanship and com'l department, writes us that school is running and is in a very prosperous condition.

— The *Daily Ledger* of Birmingham, Ala., February 2, contains an account of the opening of Massey B. C., in that city. The Mayor of Birmingham, ex-State Superintendent of Public Instruction Jno. G. Harris, and other noted people were in attendance at the opening, which was further enlivened by music from an excellent orchestra. School opened with 60 students and bright prospects. The proprietor is R. W. Massey; W. N. Smith, Prin.; A. W. Orton, Prin. of shorthand dept.

— Nimmo's Shorthand and Bus. Academy, Sarnia, Ont., an institution which opened in September, has made a good start, and has a bright outlook. A. S. Nimmo is proprietor; M. Campbell, prin. of com'l dept.; Miss M. M. Nimmo, secretary.

— The Hamilton, Ont., *Spectator* devotes nearly a column of space to an interesting account of the celebration of the fourteenth anniversary and reunion banquet of the Hamiltoo B. C., C. R. McCullough, Prin. Members of Parliament, literary men, president of the Board of Trade and other noted Canadians responded to the toasts.

— Just to show that they are not entirely one sided, many of the penmen are branching out into other lines and achieving great things. G. E. Snyder, Prin. Wend's B. C., Shenandoah, Pa., has favored us with a copy of a song, "Adieu," words and music of which are of his own composition. It is a very pretty song, and does credit to Mr. Snyder's lyrical and musical ability.

— M. L. Miner was born in Leyden, Mass., and until twenty years of age spent his time in much the same manner as the average country boy. At the age of fifteen he went to Power's Institute, Bernardston, Mass. On his eighteenth birthday he opened his first school on East Mountain, Guilford, Vt., and as was the custom "boarded around." So successful was he that he determined to make teaching his life work, and the money earned in this and succeeding terms was spent in securing higher education. In 1883 he graduated from the academy in Brimfield, Mass. The next year he was principal of the Grammar School in Boudsville, Mass., which position he resigned to enter the Rochester, N. Y., Bus. Univ. The management of the Rochester B. U. secured him a place as teacher in Prickett's Coll. of Com., Philadelphia, where he remained one year. He next taught in Cleary's B. C., Ypsilanti, Mich., and later became half owner of the Interlake B. C., Lansing, Mich. He next taught in Drake's, Jersey City, B. C. for one year, and from there went to Pratt Institute, Brooklyn, N. Y., where he taught for four years in the commercial department. When this department was detached from Pratt Institute and opened as a separate school, Heffley Coll. of Com., Mr. Heffley retained Mr. Miner as head of the commercial department. Mr. Miner is a many sided man, and takes deep interest in church and Y. M. C. A. work. He was general secretary of the Lansing, Mich., Y. M. C. A., for one year. He has read law and has studied in the University of the City of New York, taking a course in pedagogy, which course he hopes to complete in the near future. He is Brooklyn's salt water Isaac Walton, and for several years has been manager of the Brooklyn Y. M. C. A. Fishing Club. A JOURNAL editor had the privilege of being the guest of the club during the past summer, and was thus posted on the jolly times they have, and is prepared to vouch for some, at least, of Mr. Miner's big fish stories. The portrait of Mr. Miner shown herewith, represents him in an "after taking" attitude. The photograph was taken by an amateur just as Mr. Miner stepped from the fishing boat, and the cod fish in the picture are his individual catch. He is happily married, and has an interesting family of five children. To Mrs. Miner's help and encouragement he ascribes much of his success in his work.

M. L. MINER,
ON HIS RETURN FROM A COD-FISHING EXPEDITION.

— S. M. Sweet, Pres. New Castle, Pa., B. C., reports a fine attendance, and that the school is a great success in every way.

— Several papers published at Ottawa, Ill., gave a very readable account of the banquet, held by students and faculty, to celebrate the close of the second term of the Pleasant View Lutheran Coll. of that place. W. Guy Roseberry, Prin. of the penmanship and com'l depts., responded to a toast "Action," in such a humorous manner as to convulse the audience with laughter.

— Milton Carlson, Los Angeles, Cal., is teaching 150 penmanship students at present. He writes a splendid business hand.

— In a letter inclosing a list of 70 subs., H. Coleman, Pres. Coleman's National B. C., Newark, N. J., says: "This is, as you are well aware, a new departure for the C. N. B. C. I have been thirty years in business college work, and this is the first time I have permitted anything of the kind to be brought before the students under my care, and I will frankly admit to you that while there are many other similar publications in your line for which I have a very high respect, there is not another that I would grant that privilege to, and this I think should give you a pretty good idea of my estimate of THE PENMAN'S ART JOURNAL. I have watched THE JOURNAL with much interest for the past 20 years. I have known of the great struggle it has had to wage; I have witnessed its hand-to-hand contest with ignorance and prejudice, and I have seen, and do see, every now and then, imitations trying to reap where it has sown, but it has always kept the lead."

— H. C. Blair, Prin., Spokane, Wash., B. C., writes that the school is prospering despite the hard times, and they have been obliged to move into larger and better furnished quarters. The school is now elegantly located on the leading business street, and occupies the entire second floor of a building 40 x 180 feet. To emphasize the size of the school, Mr. Blair incloses a club of 86 subscribers.

— In a letter received from A. V. Feight, teacher of com'l branches in the Stockton, Cal., B. C., he states that business colleges are looking up on the Pacific Coast, and that the Stockton B. C. is doing well, with a great improvement over last year's business. He also writes: "I like the spice you are putting into THE JOURNAL, and admire your stand on the question of writing in the public schools." As a practical indorsement of these sentiments, F. O. Gardiner, penman of the school, with Mr. Feight's assistance, has sent in a list of 50 subscribers.

— We have received from Wm. Geo. Bruce, secretary of the local committee National Educational Association, a circular in regard to the forthcoming meeting at Milwaukee, Wis., July 6-9, 1897. We notice that Robt. C. Spencer is also on the local committee. Low railroad and hotel rates, splendid programme and a general all-around good time are promised.

— C. A. Bernhard, formerly Prin. of com'l dept., High School, Effingham, Kans., and now Prin. of penmanship and com'l depts. in the University of the Pacific, College Park, Cal., writes an interesting letter in regard to his work. Penmanship had never been taught in the college or the preparatory academy connected with it, and was not taught by a professional penman even in the commercial department, until Mr. Bernhard's advent. After much hard work, he has succeeded in enthusing the faculty and students, and has a writing class of 40, with a large enrollment in the commercial department. All are much pleased with his work.

— Edwin H. Craver, Ebensburg, Pa., who was awarded the certificate for the greatest improvement from Mr. Lister's lessons in THE JOURNAL during '96, was the recipient of a very complimentary notice in the Patton, Pa., *Courier*, apropos of his winning this certificate, and one from G. E. Crane of the Sandusky, Ohio, B. C.

— Henry B. Noble, Jackson, Ky., who is greatly interested in public school work, and particularly penmanship, writes: "I take THE JOURNAL for its company on Sundays. I am a merchant and don't have the time for the necessary practice. I hope to see THE JOURNAL in the home of every teacher in our country and in thousands of other homes. I know there is no other journal of its kind that affords the instruction contained in THE PENMAN'S ART JOURNAL."

— On the morning of February 1 fire was discovered in the boys' dormitory of the Genesee Wesleyan Seminary at Lima, N. Y., and the building was burned to the ground. There were 100 boys in the building, and while all escaped with their lives, they all lost their books and clothing. The building was valued at $30,000, and was fully insured.

Hymeneal.

BURDETT-MOORE.

— On Wednesday, February 24, 1897, at Boston, Mass., Miss Sadie Heyward Moore was married to Fred. Hartshorn Burdett. At home after June 1, 623 Main St., Woburn, Mass. Mr. Burdett is of the firm C. A. & F. H. Burdett, proprietors Burdett Business College, Boston, Mass., and his thousands of friends throughout the country, we know, will join THE JOURNAL in congratulations and best wishes for his future happiness. We haven't the pleasure of the bride's acquaintance, but knowing Mr. Burdett as we do, we can imagine the wise choice he has made.

Movements of the Teachers.

— O. F. Amburn is connected with the Galveston, Texas B. U.——J. B. Gambill is conducting a class in penmanship with success in Colo. towns and is receiving complimentary notices from local papers. His P. O. is Steamboat Springs, Colo.——C. A. Hinchee has resigned his position as principal of the Bus. Dept. of Galloway Coll., Searcy, Ark., and is succeeded by Miss Clara Neill. Mr. Hinchee has engaged in mercantile bus.—— Miss Eva M. Blair is principal of the Pen. Dept. of the Northern Iowa Nor. and Com. School, Algona, Iowa.——C. L. Barrett, late penman of La Junta, Colo., B. C., has severed his connection with that school and has started a school of penmanship of his own.——F. D. Lanning, formerly of Harvard, Ill., is now teaching in the Green Bay, Wis., B. C.——Walter Prall is now teaching in the N. I. Coll. of Fulton, Ill.——F. F. Dutton, late of Atlanta, Ga., is now connected with the Glens Falls, N. Y., B. C.——Miss Mary Hurt has charge of the penmanship in the Keachie, La., Male & Female Coll.——Chas. T. Frecker is teacher of penmanship and shorthand in the Tampa, Fla., B. U.——E. L. Blaisdale, formerly of the Springfield, Mass., B. C., is now connected with the Childs B. C. of Springfield.——E. L. Hooper, formerly penman of Westbrook, Me., Sem., has received a call to the ministry and holds weekly services in different places. He is attending school, teaching penmanship at Hebron Acad., and the evening class of the Y. M. C. A. at Auburn, Me.——Miss Bessie J. Tait succeeds her brother as principal of the Tacoma, Wash., B. C.——Clyde Jones is now located in Youngstown, Ohio.——J. E. Selfe is principal of the penmanship dept in the Western Nor. Coll., Bushnell, Ill.——Sam Evans is the new penman of the Lexington, Ky., B. C.——B. A. O'Mealy has resigned his position in Yankton, S. D., Coll., and is now teaching an evening com'l class with success.——R. T. Chaney of Richmond, Va., succeeds A. H. Davenport as prin. of the Dover, N. J., B. C.——Frank A. Grosscloss, formerly of the Lexington, Ky., B. C., is now in charge of the shorthand dept. of the Jackson, Ky., Coll. Inst. of Cent. Unl.——C. C. Ausherman, formerly of Logansport, Ind., and lately of Boone, Iowa, is now settled in Burkittsville, Md.——David E. Henry is the new teacher of pen., short., type. and spelling in the Ottawa, Ont., B. C.——R. C. Clapp, form-

of Hartford, Conn., is now connected with Kimmig's Pen Art Studio, 1018 Arch St., Phila., Pa.——S. P. Wilson is no longer connected with the Friends Acad., Locust Valley, N. Y. J. Chauncey Shorthidge is principal of the school ——A. F. Scott is the new penman of the Central B. C. of Toronto, Ont.——D. S. Hill has resigned his position with Draughon's B. C., Nashville, Tenn., and is now located in Marion, Ky.

New Catalogues, School Journals, etc.

— The 1897 catalogue of the Lowell B. C., Binghamton, N. Y., J. C. Bloomer, Prin. and Prop., is bound in cloth, with gold side stamp, is printed on heavy paper and is nicely illustrated.

— The literature sent out by the Albany, N. Y., B. C. is very attractive. The catalogue of 144 pages is nicely printed, well illustrated, cloth bound, with side stamp of gold. It is a handsome piece of advertising.

— The catalogue of Greer Coll., Roopeston, Ill., is well illustrated, contains a vast amount of information of benefit to intending students. C. H. Ballard is manager of the com'l dept., and I. B. Downs has charge of the penmanship.

— With the compliments of Willard J. Wheeler, we have received a copy of "Birmingham Illustrated." Mr. Wheeler is Prin. and Prop. of the Birmingham, Ala., B. C., and his picture with description of his school are in this nicely arranged document.

— The College Journal issued by the Lebanon, Pa., B. C., is well printed, nicely illustrated, and must be a splendid advertisement for the school. Messrs. Wade and Gerberich are making a success of this institution.

— Other well-arranged catalogues have been received from the following schools: Clinton Liberal Inst., Fort Plain, N. Y.; River City, B. C., Portsmouth, Ohio; Central Coll., Fayette, Mo.; Grand View, Tenn., Nor. Inst.

— College journals have come to hand from the following institutions: Creston, Iowa, B. C.; Berea, Ky., Coll.; Actual B. C., Pittsburg, Pa.; Heald's B. C., San Francisco, Cal.; Va. B. C., Richmond, Va.; Omaha, Neb., Com. and Bus. Coll.; Birch Cor. School, Oak Hille, Kans.; Day's School of Shorthand, Cleveland, Ohio; Los Angeles, Cal., B. C.

FRATERNAL NOTES.

(Public School Department.)

— W. H. Covert is supervisor of writing in public schools, Syracuse, N. Y.

— In the October number of THE JOURNAL we stated that T. R. McGlenn was supervisor of writing in the Martin's Ferry, O., public schools, having been thus informed by a publishing house. Mr. McGlenn writes us that for the past two years H. E. Sampson has been special teacher, but because of shortage of funds for school purposes, on October 1st special work in writing was dropped, and Mr. Sampson was elected principal of one of the ward schools.

— T. R. McGlenn, Martin's Ferry, O., is at present engaged in itinerant teaching. He is a good penman and successful teacher.

— Edith A. Parrish and Valentin Buehner are teachers of drawing in the San Bernardino, Cal., High School.

— In the *Daily Sun*, San Bernardino, Cal., we find a couple of columns a day for several days, devoted to a most interesting account of the Teachers' Institute, held in that city recently. H. E. Perrin, prin. of the business dept., High School, San Bernardino, Cal., was secretary of the Association and reported the proceedings of the Association for the *Daily Sun*. Among other subjects discussed was vertical writing, which was ably handled by E. K. Isaacs of the Los Angeles, Cal., B. C.

— C. E. Chase, superintendent of commercial dept., and teacher of penmanship in Bridgeport, Conn., High School, is carrying on his work in a very vigorous manner, and cannot fail to meet with success. He has a class of seventy pupils in writing. Every two weeks he takes specimens of the work just gone over. These specimens are sorted, graded and the best are placed on exhibition and the ranks are read from the platform. The struggle of each pupil to raise his rank, and also of better writers to secure a place on the wall, he reports, is producing an improvement decidedly encouraging.

— Geo. N. Smith has charge of the commercial work at Evansville, Ind., High School.

— Miss Ella Cox succeeds R. A. Spellman as supervisor of writing at Columbia, Tenn.

— From C. H. Pierce, we have received a handsome programme of the forty-fifth commencement exercises of the Evansville, Ind., High School.

— W. F. Lyon, supervisor of writing in city schools, Detroit, Mich., is having success this year, and is pushing the work vigorously. He says: "You may quote me as saying that I consider THE JOURNAL the best penman's paper published."

—W. C. Willitts is supervisor of penmanship in Union Township, Ind. His post office address is Kingsbury, Ind.

— The many friends of C. W. Slocum, supervisor of penmanship, Columbus, Ohio, public schools, will be glad to know that he is rapidly recovering from an operation performed for appendicitis.

— In a Villisca, Iowa, paper, we find a sample of the chalk plate drawing and engraving by R. H. Peck, supervisor of writing and drawing in the Villisca public schools. The subject is James Ballard, the Nishnabotna Valley poet who has excited much curiosity, and has drawn forth many comments from the metropolitan papers lately.

— Miss Anna Olsen is supervisor of writing and drawing in the Big Rapids, Mich., public schools. Ferris Industrial School is her *alma mater*.

Normal School Penmen.

J. C. OLSON.

J. C. Olson, penman of the Stanberry, Mo., Normal School, was born in Denmark in 1872. While still in his teens he emigrated to the United States and settled in Western Nebraska. Here he worked on a ranch as cowboy. During the winter of 1892 he entered the Western Normal College, Lincoln, Neb., expecting to stay but a few months, but so earnest and eager was this young Dane to secure an education that he attracted the attention of the management and with their encouragement, he remained for three years, during which time he took work in the commercial, normal-commercial, normal and penmanship courses. He determined to become a professional penman, and upon advice of the school management, he took up these other courses to more thoroughly prepare himself. He studied penmanship under G. W. Wallace, G. H. Lockwood, H. C. Smith and W. J. Kinsley. After completing his work he had charge of the penmanship department of the Western Normal College for one year, and later taught in the Chamberlain Commercial College, Lincoln, Neb., for two years. He worked up writing classes in the Y. M. C. A. in Lincoln and his spare time was spent in attending the University of Nebraska. Mr. Olson is a church member and a Y. M. C. A. worker. He is a graceful and accurate writer and there are few of his age who can excel him as an executor of fine script. He also teaches several commercial branches. In his present position, Mr. Olson teaches hundreds of students each year and these in turn teach

J. C. OLSON.

his methods to thousands of pupils in public and private schools annually.

Five years ago, when THE JOURNAL's managing editor told Mr Olson, as a point of encouragement, that if he persevered with his work he would yet have his portrait and sketch in THE PENMAN'S ART JOURNAL, he did not think that he would have the pleasure of printing it for Mr. Olson. Mr. Olson's case is only another example of what can be done by energy, industry and a desire to excel in some particular work. From a cowboy on the Western plains, poorly educated, hardly able to speak English, to the head of the penmanship department of a large normal school in a few years, shows that Mr. Olson has the right material in him.

Well-Known Supervisors.

D. W. HOFF.

No more resourceful man is to be found in the ranks of supervisors of writing in America than D. W. Hoff, who has had charge of the writing in the Oak Park, Chicago, schools. JOURNAL readers of a few years back will remember the several splendid courses of lessons, for public schools, that were contributed by Mr. Hoff. For years Mr. Hoff has studied public school writing in all its phases and has tried to bring it in line with other branches. His methods of presenting his many excellent ideas to pupils are plain, simple, direct and readily grasped by even the youngest pupil. Grade teachers, supervisors and superintendents from other cities have been frequent visitors in Mr. Hoff's school-rooms to watch his methods and get his ideas. He has lectured to thousands of teachers all over the United States, and where he has been improvement in the writing in the schools has been marked. At different times in his career he has been supervisor of writing in the public schools of Lincoln, Neb., Marshalltown, Ia., Des Moines, Ia., and is at present, as stated above, in Oak Park, Chicago, where he has charge of the writing in the public schools.

THE JOURNAL has had occasion in time past to comment on Mr. Hoff's contributions on writing and the teaching of it, and we do not know of any one who has contributed more or better ideas along public school lines. Few teachers have made a deeper study of the teaching of writing under conditions that surround public school work, or have accomplished such brilliant results in this line. But writing is not a hobby that Mr. Hoff rides to

D. W. HOFF.

the exclusion of other things. He is well posted along many lines, has traveled much and is well read. He has quite a collection of botanical specimens and these afford him recreation in their classification and arrangement. As the result of his European trip a few years ago, Mr. Hoff has a fine collection of photographs of principal points of interest, objects of art, etc. Mr. Hoff is not only a teacher, but a fine writer—either slant or vertical. He also has executed many fine pen drawings.

Our Public School Writing Campaign.

A number of Public School Superintendents and Teachers who are not subscribers will receive this month's JOURNAL. We trust they will examine the paper and show it to friends who are interested in the teaching of writing. THE JOURNAL prints more that is helpful to Writing Teachers in Public Schools than all the general educational papers combined. We are now making a specially vigorous Public School campaign, and have devised a plan by which you can get

Your Favorite School Paper and "Penman's Art Journal," both, at what you are now paying for one.

For instance, PENMAN'S ART JOURNAL and either the *Popular Educator* or the *Teachers' World*, both papers one year for only one dollar. If you are already a subscriber for either paper, and you *tell us of the fact*, your time will be extended one year—so that it is not necessary to wait for expiration of subscription in order to take advantage of these remarkable combination offers, which include nearly all American educational papers. See full particulars on page 59.

We appeal to public school teachers and officials to give THE JOURNAL their influence and personal aid in raising the grade of writing in the common schools of our country. We should appreciate having you send us the names and addresses of the teachers of your acquaintance who are interested in the subject of writing.

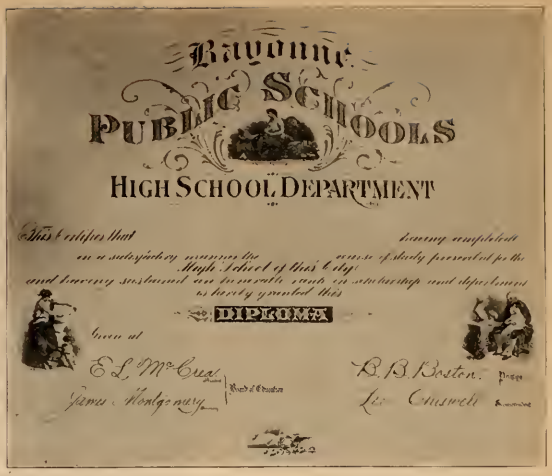
An All Round Penman and Commercial Teacher.

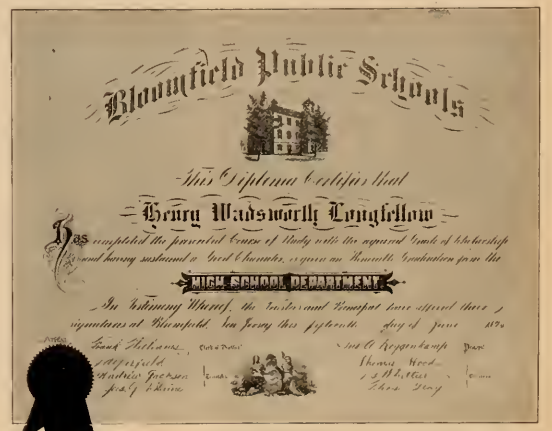
E. M. BARBER.

The subject of this sketch was born in a log house amid the wild woods of Campbell, Ionia County, Mich., on Burns' birthday, January 25, 1868, to which coincidence is doubtless due his predilection for plowing and poetry.

At the age of ten he received a few lessons from a traveling penman, and soon after succeeding in executing a somewhat elaborate family-record, which still excites the wonder of the uninitiated.

In 1884 he entered the dry goods house of Voigt, Herpolsheimer & Co., Grand Rapids, as errand boy and sweeper. When sixteen years of age, he resigned this position to assume the *rôle* of pedagogue in the town of Odessa, where he taught his first and only term of country school, organizing and successfully conducting an evening writing school in connection





Examples of School Diplomas, Certificates, Testimonials, Etc., made in the office of THE JOURNAL. The Diplomas, Etc., from which these Cuts are Reproduced vary in size from 8 x 10 to 18 x 23. Designs must not be imitated.

therewith. The proceeds of this undertaking enabled him to enter the Northern Indiana Normal School, Valparaiso, Ind., where E. K. Isaacs started him on the road to better things.

In the autumn of 1886 he accepted a position with the Harper (Kansas) Normal School, and a few months later with the Southwestern Business College, Wichita, where he remained three years, also conducting the commercial department of Garfield University. Mr. Isaacs having decided to take a vacation, Mr. Barber was called to Valparaiso to handle the penmanship classes, availing himself at the same time of an opportunity to lay the basis of a broad and liberal education. He pursued the studies of the full Scientific Course, giving special attention to literature, the higher mathematics and engineering.

After graduation he journeyed to San Antonio, Texas, in the interests of the Alamo City Business College, co-laboring with B. F. Williams, now of Harvard University. Studies in architecture occupied his leisure hours during the year spent with this institution, and in the summer of 1891 he set sail from Galveston with the avowed intention of entering the Massachusetts Institute of Technology. A chance call at the Packard College in New York, however, led to negotiations which resulted in an engagement beginning with the following September. He has since served that institution in various capacities, and during the past year has been assisting Mr. Packard in preparing the new Packard text-books.

Much of Mr. Barber's time at present is occupied in exploring the interior of the largest New York mercantile establishments, learning the modern ways of doing office work. This has been his principal occupation for two years past. The results of this investigation are shown in the new Packard text-book, and will be incorporated in other Packard publications.

E. M. BARBER.

Believing, no doubt, in the fact that the jaw is mightier than the pen, we hear of his recent appearances before the Packard students in a Websterian oration on Cuba Libre. He is a member of the Madison Square Presbyterian Church, and therefore has enjoyed the fortunate privilege of listening to Dr. Parkhurst's sermons during the past five years.

As THE JOURNAL readers will remember he was married July 1, 1895, to Miss Rae M. Hill, an accomplished pianist of Chicago. Their home on Washington Heights, overlooking the Hudson and the Palisades, is a rendezvous for musicians, artists and lovers of literature. Here during his leisure hours we may find him in a library filled with the best productions of literature, music and art, delving for deeper glimpses of truth and beauty. As a teacher, Mr. Barber believes that commercial education is still in its infancy, and that the same solidity and thoroughness which characterize the literary college and the university will ultimately obtain in the management of business schools.

State Supervision of Private Schools.

An Explanatory Circular Letter.

REGENTS' OFFICE, ALBANY, N. Y., January 27, 1897.

To the Business Schools of New York:

Several inquiries show that some points in the circular sent out have not been understood. We are anxious to have all the schools working in sympathy with the movement for improving business education in New York and supplement that circular with the following notes: The numbers refer to the sections of the previous circular, a duplicate of which is inclosed.

2. The regents' business diploma is an entirely new credential of a much higher grade than is now offered. Very few at first meet its conditions, but we hope the number will increase. Besides a high school education it includes the two-year course of technical study. The requirement that only graduates of a registered school may enter the examination is not, as has been inferred by some, a peculiar discrimination devised to crowd out small business schools. This same rule applies in law, medicine, dentistry and veterinary surgery. Candidates to be admitted to the examination have first to graduate from a school registered by the regents as having adequate facilities for the full technical course. In determining qualifications we depend about equally on the course of study and on the examinations. If we are to put business education on anything like a professional plane, we must have a credential and requirements that will seem respectable when compared with other schools. The committee were unanimous on this point when their attention was called to these facts, with which the critics are evidently not familiar. Old courses and certificates are not interfered with in the least. This is something new, for which few schools can afford to furnish necessary equipment and faculty, as the number of students will be so small.

3. At the request of some of the business schools, and as a result of our own study, we think it best to issue both a stenographer's certificate and a stenographer's diploma. The first will be as described in No. 3. The diploma will require the candidate to have a regents' academic diploma or its full equivalent, showing the completion of a high school course as a preliminary general education. It will require also the stenographer's certificate for shorthand, typewriting and English, and in addition the candidate must pass regents' examinations in office methods, to show a familiarity with the best methods of doing the most common manuscripts or office work, filing and copying letters, making extracts and indexes, classifying papers, simple editing, proof reading, etc. Employers can rely on any holder of this diploma as having a good high school education, and the technical training necessary to do at once efficient work without having to be trained in minor details. This diploma will be open to every school that gives the needed instruction, regardless of its size or equipment. A single expert teacher will thus have opportunity to prove that he can qualify students for this work more thoroughly in a given time than can some of the large and wealthy schools.

5. If enough schools desire it, the regents might provide another grade of registration for those not fully equipped for the two year business diploma courses. It was thought that the result of the examinations would serve the same purpose, but several schools have misunderstood this as discriminating against the character of their work. I myself suggested the omission of registration for these schools, in order to avoid the criticism that the regents were doing more than was necessary or wished by the schools.

6. This section has been more widely misunderstood than any other. The requirement of six teachers giving full time is copied from the ordinance governing all literary colleges in this State. The provision for giving a course of definite length and for adequate equipment is common to nearly every institution in the University. Obviously a standard for registration based on the value of the equipment or the length of the course may be the source of injustice and abuse unless closely watched, but it has been found in 100 years' experience of the University the simplest, and if supplemented by examinations, the best way to grade schools. Each of the nearly 600 high schools and academies of the State is graded on a similar principle, and the objections brought by some of the business schools to the apparent injustice of this section would hold equally in the other grading which is proving so satisfactory and beneficial throughout the State. No. 6 refers to registration for the new two-year diploma course, which would require at least six teachers and at least $5,000 in equipment to provide all the facilities needed for as full a course as will probably be prescribed. Very few schools in the State can afford to offer such a course, and therefore very few will be registered under this section. The criticism on registration will be met by providing for registering schools which do less extensive work on the same plan adopted for large and small academies.

8. The 20-year distinction has been criticised as unfair. The ordinance passed, however (see No. 9), had the 20-year clause stricken out, so that this now bears only on changes of name. The older a school is the more widely it has been advertised under the old name, and the more time it will take to substitute the new name. It is certainly a less serious matter for a school two years old to change its name than for one 20 years old.

We have no doubt whatever that the changes already made by schools which would be entitled under the ordinance to an extension of time indicate that at an early day no business school in the State would be willing, even if it were allowed by the ordinance, to continue the name college or university after the public has recognized fully the greater dignity and truthfulness attained by calling the schools by their right names instead of giving them a pretentious title which has in many quarters brought them into ridicule. I wish in this circular letter to assure every school in the State that the regents will as far as in their power protect it from any injustice, and if the ordinance and plan adopted shall fail to do entire justice to all concerned there will be no hesitation in making such change as is found necessary.

We are anxious to complete as soon as possible the syllabus for the new certificates and diplomas and shall value the suggestions of every school in the State in preparing the first draft, which will be submitted to each school for direct criticism before it is finally adopted. I send you herewith with my compliments the regents' academic syllabus where you may see on pp. 294-305 the requirements in English. Kindly examine these and advise me how much we ought to require for the stenographer's certificate besides the elementary English.

Will you, therefore, kindly send me by early mail answers to the following questions?

a For the stenographer's diploma, what items would you add or omit from those given above under No. 5?

b Do you think it desirable for the regents to offer to register the smaller schools which will not undertake to give the full course? The registration certificate would, of course, specify the field covered, and would be like the boiler inspector's certificate on a steamboat, an assurance to the public that a competent authority had examined the school and found it properly equipped for giving the courses which it advertised.

c Would you not think it desirable, to enable business schools to be recognized on a similar plane with other professional or technical schools, to have charters granted them by the regents as distinct corporations as is done for the other schools? At present only one or two of the 60 and more business schools in the State are incorporated. This action would give a permanence and dignity to the institutions which they can never have when they are private property carried on like any other business in the personal interest of one man or firm.

Finally, will you favor me, not for publication, but for my own assistance in trying to work out this problem, with any suggestions which your experience leads you to believe to be for the best interests of the business schools of New York? I am deeply interested in their welfare, and personal conferences and correspondence with a large number of business educators in the State has greatly increased my faith that our present movement will be greatly to the advantage of the business schools, as well as to the general public. I shall be very glad of frank suggestions or criticisms from any one interested.

MELVIL DEWEY, Secretary.

An Object Lesson.

Teacher: "Now, if I take your elate pencil, what can I do with it?"

Little Boy: "You can turl your hair."—*School Board Journal.*

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

No. 3.

CHARMING GENEVA.

Our next move was to Cluses, thence to Geneva. We were delighted with this place. A beautiful and refined city, charmingly situated. We attended the Exposition. The Swiss village and dance of the villagers was a great feature. A grand display of fireworks was enjoyed from our hotel windows on a *fête* night.

It was at Geneva that we first began to notice the long twilight. It did not get dark until ten o'clock, and even then not pitch dark. You could read your paper at 9.30 without difficulty.

A steamer took us up the lake to Ouchy, and from there we took the train for Lausanne. Then again by train to Interlaken, passing through Berne and so on to Scherzligen, on Lake Thun. Here we took the steamer to Interlaken.

As we neared Interlaken, "Jungfrau," that majestic snow-capped mountain, suddenly burst into view. This mountain is the main feature of Interlaken, and stands out against the sky as a silent sentinel guarding the quaint little Swiss village.

A drive to Lauterbrunnen was rewarded by a sight of one of the wildest waterfalls that we had ever seen.

It was a pretty sight to see the villagers working in the fields. Men, women and children all turn out to help get in the hay. Our cameras caught some of these merry groups.

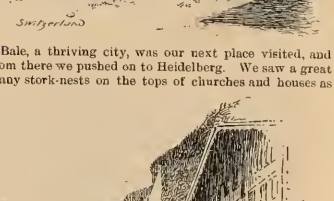
Going up Lake Brienz on the other side of Interlaken we reached Giesshach, a celebrated health resort, also known for its grand waterfall over 1,200 feet high. This fall is illuminated at night by electric and many-colored lights and the sight is superb.

Continuing up the lake we touched at Brienz, and from there went by rail over the Brunig Pass to Lucerne.

Our ride up Mount Rigi on the inclined railroad was rewarded by a magnificent sunset and a view from that grand mountain which was beyond description. We were all glad to return to Lucerne, having spent one night in that high altitude, where it was so cold that we were half frozen.

Among the sights of the city are the ancient bridge with its paintings on the beams; the Lion Monument and the Cathedral with its tombstones and curiosities.

Bale, a thriving city, was our next place visited, and from there we pushed on to Heidelberg. We saw a great many stork-nests on the tops of churches and houses as



we rushed along that railroad ride. All are familiar with the legend of the stork and the baby. How the children are made to believe that the little baby is brought into the household by the stork.

(*To be continued.*)

Penman's Art Journal.
A Monthly Journal of Penmanship, Correct Business Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUP'T OF SUBSCRIPTION DEP'T.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 205 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

THE JOURNAL is published in two editions:
THE PENMAN'S ART JOURNAL, 20 pages, subscription price, 50 cents a year, 5 cents a number.
THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year, 10 cents a number.
Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

ADVERTISING RATES.—30 cents per nonpareil line, $2.50 per inch, each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESS.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.
We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

EDITORIAL COMMENT.

In Touch With the Profession.

Nothing tells more graphically the extent to which a paper is in touch with its field than its record of what is going on in that field. THE PENMAN'S ART JOURNAL, during the past year, published a greater number of news items relating to commercial and penmanship schools and teachers than its nearest competitor has published in the entire twelve years of its existence. This does not take into account acknowledgments of school papers, catalogues, specimens, etc., and book reviews—the inclusion of which would make the comparison even more in THE JOURNAL'S favor. If we should limit the count to *first-news*, that is, news derived from original sources rather than copied from some 'steemed contemporary, the comparison in favor of THE JOURNAL would be something like an inch to half a mile.

Names of Special Teachers Wanted.

THE JOURNAL is desirous of securing the names and addresses of special teachers and supervisors of writing, drawing, and commercial branches in the public schools of the United States and Canada. We are endeavoring to induce every community of 3,000 and over to engage special teachers of the branches mentioned, and it becomes necessary to have a list of those cities and towns now employing such teachers, and if possible the names and addresses of the teachers. Our list is quite complete, but it will save time and expense if our friends will help us to make it absolutely accurate. This they can do by sending us the names and addresses of any special teachers of which they have any knowledge. Our friends can be of material assistance to us and aid in the advancement of these special branches by furnishing us with this information. If you can send only your own name, send it in. In sending the names, please specify whether one teacher handles more than one of these branches.

A Breezy Advertisement.

In the December number of *The Collegian*, published by the literary societies of Central College, Fayette, Mo., we find the following advertisement which occupies a full page:

To the Students!

AND OTHERS
WHO READ "THE COLLEGIAN."

I wish to return my sincere thanks to you one and all for your very liberal patronage. It is needless for me to tell you a whole lot of Ghost stories here what I will do for you, for actions speak louder than words. Come and buy your home folks a nice present, and make them happy.

JAMES H. BUTLER.

P. S.—There is three unappreciative individuals that will get wrote up in good style next month if they don't come round and pay me for the books they bought of me last year. I will turn a red light on two of you and show your associates your *black sides*, and the other Sheesee faced looking individual will be mentioned. So please take notice and come in and pay up.

Over 9,000 Subs.

Received in clubs have been entered on THE JOURNAL'S books within the past four months. And this is the very flood-time of school attendance, with hundreds of teachers, in every part of the country, rolling up lists that will figure in our second 1897 announcement—which will appear next month. THE JOURNAL carries no appeal to the "flapdoodle" element. It must stand or fall according to the support it receives from the intelligent and discriminating members of the profession it has served for over twenty years. If you want your students to have "The Best and Most of it"—now is the time, this is the paper.

Believes In "Muscular" Movement.

EDITOR JOURNAL:

Prof. Hoff's arraignment, in the August number of THE JOURNAL, of the term "Muscular," as applied to movement in writing, prompts me to write a few words in defense of the appropriateness and continuance of such technical use of the term.

It merits the job in consideration of its valuable services in the profession.

How many thousands of dollars does it annually bring to the profession from those who want to learn *Muscular Movement?*

It is the slogan of the itinerant teacher, a winning card for the Business College, and even publishers of penman's papers are cute enough to turn its use to financial advantage.

If the *Professor* has good lungs he can just about paralyze the verdant tenderfoot student by vigorously exclaiming, Use *Muscular Movement.*

How the youth will *work* to acquire it, and what a *satisfaction* to him when told he has "got it."

A term of such expansive and fascinating significance should be kept in the family.

It symbolizes the most potent element in the penman's skill, and is just as convenient and correct as any other term that can be employed.

What inspiration is there in the paradoxical expression, "Arm rest movement?" The usual trouble is that the arm rests too much, and the movement is not *vigorous* or *muscular* enough.

Why not be more descriptive and call it the arm rest, finger slide—"keep your seat Horace"—get there movement?

But seriously to justify the use of the term as technically understood in the profession. How often do we hear a strong, vigorous, able-bodied man characterized as being a "*muscular fellow?*"

Is it not just as correct and appropriate to call the strongest and most vigorous movement used in writing the *Muscular Movement?*

What would be thought by a sensible person who had ever noted the figurative origin of the use of words, on hearing a captious smart Alex criticise the expression, a *muscular man* by saying. "All men have muscles, hence all men are muscular?" "Dogs and cats have muscles, hence the smallest mite of either specie is *muscular.*"

If any objectionable opprobrium has become attached to the term muscular movement, it has come from making a chestnut of it in teaching. I rarely ever use the term in teaching.

The desired result will be better and quicker attained by instructing the student to *use his arm more*, and showing him how to use it than by telling him to use either *muscular* or *rest arm* movement.

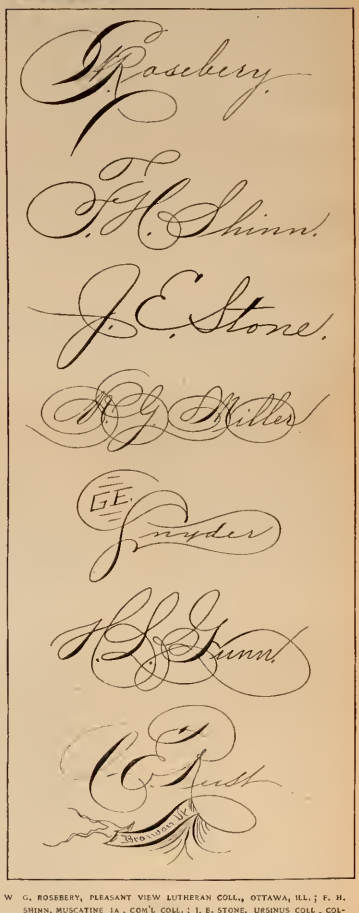
When the student can write with a continuous motion of the arm, even if accompanied by a tincture of the finger movement, tell him that is the "*Muscular Movement,*" but if accompanied with considerable finger movement it is the *Combined Movement.*

Just observe the heads of a class wiggle while practicing, and consider how many muscles of the body are brought into action, while the large, powerful muscles of the arm dominate the movement, and there will be but little question that "*Muscular Movement*" is all right.

L. B LAWSON.

FREE. PENMAN'S ART JOURNAL and your favorite Educational Journal—at what you are now paying for one. See particulars on page 59.

THE JOURNAL'S AUTOGRAPH REGISTER



W. G. ROSEBERY, PLEASANT VIEW LUTHERAN COLL., OTTAWA, ILL.; F. H. SHINN, MUSCATINE IA., COM'L COLL.; J. E. STONE, URSINUS COLL., COLLEGEVILLE, PA.; R. G. MILLER, HAMPTON, IA.; G. E. SNYDER, SHENANDOAH, PA.; H. L. GUNN, NAPA, CALIF., B. C.; C. E. RUST, BRANDON, VT.

Doesn't Believe In Shade for Business Writing.

I was very much interested in the "Testimony" of Mr. Baldwin, which appeared in the last issue of THE JOURNAL, as it seemed to me that in some of his ideas, at least, he is at almost direct variance with a large majority of the penmanship teachers of this country. In regard to shaded business writing I wish to take direct issue with him.

Any one who has had any experience in writing in both plain and shaded styles will certainly admit that it requires much more skill and more time to make a form with shade than it does to make exactly the same form unshaded; and the shaded form is not a whit more legible after it is made. What stronger reason than the above could be given for teaching the young men and women who are placed under our instruction a plain, unshaded, business style?

Mr. Baldwin's reasons for teaching shaded business writing are as follows: "Writing all lines heavy, or all lines light, is monotonous and, therefore, lacks beauty. Lack of beauty causes lack of interest, and lack of interest lack of progress." I believe this line of reasoning to be entirely erroneous. Unshaded writing *does not* lack beauty when viewed from a standpoint of business writing, and I believe a strong, unshaded page of writing is much more pleasing to the eye of

a business man than a gaudy shaded page. A page of artistically shaded writing is very much to be admired. It is to be admired as artistic penmanship, but certainly not as business writing.

Mr. Baldwin's next statement is, that teaching unshaded writing causes a lack of interest on the part of the student. If this be true, what a pity it is that our leading teachers of business writing are plodding along unmindful of this royal road to enthusiastic, progressive classes in business writing. Mr. L. M. Thornburgh is famous for the enthusiasm and interest which he instills into the hearts of his pupils, and much of his success as a teacher is due to this one point. During the time which it was my good fortune to spend under his instruction, I do not remember of ever once seeing him make a shaded stroke in the presence of a class. If the copies and lessons which have been published in the different penmanship journals by such men as Robins, Kelchner, Bussard, Lister, etc., are any criterion of the methods which they use in their daily classes, they certainly have no use for shades in teaching business writing. Has Mr. Baldwin or any one else ever heard it said that these gentlemen let their pupils spend the penmanship hour in blissful slumber?

Mr. Baldwin defines a poor teacher in these words: "He is a poor teacher who cannot teach shaded writing." I would suggest this as a better definition. He is a poor teacher who resorts to shades to secure interest and progress on the part of his pupils, or for any other reason. Truly, I believe if presented in the right way, no teacher will fail to secure very satisfactory results by teaching plain, unshaded business writing, and in so doing he is teaching the only style of writing which can hold its own in this great age of rush and improvement.

E. O. Folsom,
Green Bay Bus. Col., Green Bay, Wis.

Business Educators.

We want *ideas* concerning the next meeting of the business section of the N. E. A. The meeting will be held at Milwaukee, in the rooms of R. C. Spencer's Business College, July 6 to 9. The location is a good one and we want to present a good programme and then we want a good many of you to be present and take part.

Why have you been absent in times past? We will try and help you correct that habit of staying away, if you will give us the reason. This department is ours and we must sustain it or it will reflect on us.

Please write either member of the committee at once, offering any suggestions as to the programme that you have thought of in times past. We expect to present what the people want, if we can find out what that is.

D. W. Springer, Ann Arbor, Mich.

G. W. Brown, Jacksonville, Ill.

F. B. Richardson, 694 Washington St., Boston, Mass.

Resolutions Against Fraudulent Advertising Adopted by the Federation of Educational Associations at Chicago.

Chicago, Ill., December 30, 1896.

Whereas, The Federation of Commercial Teachers' Associations has for its object the general advancement of Business Colleges and Business College work, and

Whereas, The said convention in Chicago on the 30th day of December, 1896, recognizes the paramount importance of an honest advertising policy,

Therefore, be it resolved, That each member of this convention will, on his own account, continue to observe with unceasing fidelity honest practices with relation to all his work.

That we believe that "guaranteeing positions" under certain conditions, whether made in writing or otherwise, or the promise of a position of employment, made for the purpose of securing patronage, to be both misleading and deceptive.

That we condemn all advertising of this or like character, and that a copy of these resolutions be spread on the minute book of this Association, and that they be caused to be printed in The Penman's Art Journal, the *Western Penman* and the *Practical Age*.

Adopted *unanimously*.

The Off-Side of a Great Reformer.

Our Cedar Rapids contemporary, the *Western Penman*, hauled down its flag in the February number and announces that it is tired of the fight with The Penman's Art Journal. We should think it would be tired! With three months' opportunity for feeling the pulse of the profession with reference to its bushwhacking campaign against a fellow-worker, it has discovered that it has no stomach for the fight—when an inconsiderate opponent has seized it by the scruff of the neck and dragged it out of the bushes into the open. It will just "reserve the right" to criticise in the future.

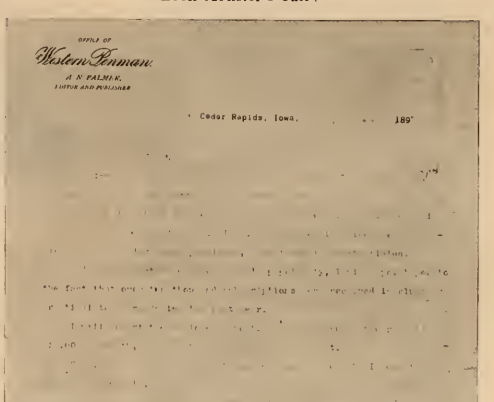
All right! Fire ahead with your criticisms whenever you like. The Journal is not afraid of criticism—offers its own columns for that purpose. But honest criticism is a thing quite apart from bushwhackery. And the man who stabs his neighbor in the back presents a sorry spectacle fleeing from the wrath his own wanton act has provoked and pleading for mercy on the ground that his nerves are tender! Let it be borne in mind that The Journal had no hand in starting this disagreeable business. No line or word of disparagement of its contemporary—nothing but unvarying kindness and courtesy—was ever printed in these columns, up to this amazing attempt to degrade The Journal and place it in a false position before its own people. But since this little controversy had to be, it is rather disappointing that Cedar Rapids should "retire" precisely in time to dodge certain awkward questions propounded by The Journal. The fact that among the scores of advertisements in The Journal one or two related to copy books is a matter of such sinister portent to the *Western Penman* as to suggest the nasty word "subsidized" and be made the subject of severe comment. No language is too sweeping for the *Western Penman* to employ in its denunciation of all copy books as the rankest of evils—a very plague spot in our public school system. We had some curiosity to know if these sentiments on the part of the *Western Penman* are purely unselfish and genuine, or whether they are pure humbug and hypocrisy. We asked the *Western Penman* publicly, two months ago, whether it had recently been a suppliant for the favors of copy book publishers. It has not had the manliness to answer, so that The Journal has been put to the trouble of procuring the information from other sources.

Now, it was only last month that the *Western Penman* scolded The Journal for criticising an advertisement in its own columns. The inference is irresistible that if the *Western Penman* advertised copy books it would not criticise them. It is really too bad to disturb the announced retirement of our contemporary, but, knowing its squeamishness in the matter of robust English, we must ask whether it prefers that the word Humbuggery or the word Hypocrisy be employed in describing the remarkable situation here presented:

Has the *Western Penman* been shamming in its indiscriminate denunciation of copy books as a public evil?

If not, does it not hold itself rather cheaply when it offers to administer the poison to its own people and inferentially to suppress its criticisms for a few dollars a month?

How Is This from the Great American Twister of the Copy Book Monster's Tail?



Office of
Western Penman.
A. N. Palmer,
Editor and Publisher.

Cedar Rapids, Iowa, 189

A. N. Palmer.

The above is a reduced *fac-simile* of a late letter from A. N Palmer, editor and publisher of the *Western Penman*, pleading for a copy book advertisement (the slip enclosed, referred to in the letter, carried an advertisement of the new Sheldon Vertical Copy Books) from a well known firm of copy book publishers. The fact that the letter was written with a blue ribbon makes a clear photographic reproduction impossible. That no one may be in doubt as to the willingness and eagerness on the part of the Great Cedar Rapids Twister of the Copy Book Dragon's Tail to profit by the Monster's unhallowed hoard, and give his Monstership the full run of his columns (uncritised)—*for an exceedingly modest consideration*—we publish the text of the above letter in clear print:

"Office of the Western Penman.
A. N. Palmer, Editor and Publisher.
Cedar Rapids, Iowa, September 5th, 1896.

Sheldon & Co., New York City.

"Gentlemen:—Your firm ought to be represented in the *Western Penman*. Very few educational papers in this country have as large a circulation, and its circulation is double that of the combined circulation of all educational papers published in Iowa. It has nearly twice the circulation of any similar paper published—a fact easily substantiated.

"As an indication of the *Penman's* popularity, I will point you to the fact that over ten thousand subscriptions were received in clubs from practical teachers during the year.

"I will insert the inclosed advertisement for you at the rate of $15 per month, irrespective of length of contract.

"Sample copies have been sent you for examination, and I hope to hear from you favorably.

"Very truly,
A. N. Palmer."

The Business Manager's Corner.

Clubs, large and small, are being received daily, and never before have the teachers so earnestly supported The Journal, and shown their good will in such a practical manner. There are many, however, who have promised to send clubs and have not done so, and others who have promised to add to their clubs sent earlier in the season. There is yet time to work up a good big list while the attendance in schools is large. A few sample copies distributed with a word or two of explanation, and we think there will be found but little difficulty in working up a good club, especially when our very liberal clubbing rates are taken into consideration. If any teacher has not received the clubbing rates for the present season, we shall be glad to send them to him. We hope to print the second clubbing announcement in the April number, and we hope our friends will increase their lists as much as possible before the time of going to press, April 1st.

The Journal is endeavoring to interest public school officials in writing, drawing and commercial branches, and trusts to have the hearty co operation of special teachers who have already obtained a foothold in this field. As the first step we have made the clubbing price for The Journal so low that no grade teacher or advanced student can hesitate from joining The Journal's family on the score of cost. We trust that supervisors and special teachers will present this matter to their grade teachers, and induce as many as possible of them to subscribe. Every copy circulated spreads the light, and helps us in the fight we are making for the improvement in methods in teaching in the branches named in our public schools.

Judging from the number of applications for teachers that have been received recently by The Penman's Art Journal Teachers' Bureau, we judge that there will be a lively demand for teachers of penmanship, drawing, commercial, shorthand and typewriting branches the coming school year. The schools are all predicting a good season, but in common with other businesses they are very conservative in contracting expenses, and for that reason salaries next season, as well as for the past three or four years, will remain rather low. But there will be plenty of places for competent teachers at fair wages.

The Acme Company, 49 John Street, New York City, make a specialty of the "A1" typewriter ribbons, which they sell for $3 for six or $5 a dozen. Sample ribbon mailed for 50 cents. Their "A1" carbon paper is also popular, and they send 100 sheets of it for $2.

We have received from Williams & Rogers, Rochester, N. Y., a pamphlet advertising their book-keeping and business practice. This is the newest product of this well known firm. It consists of a carefully graded text-book, a series of four business practice pads and three mail packages. There are also three packages of business forms and the necessary blank books to make the outfit complete. The text-book contains beautiful script illustrations. Stock company business is one of the advanced features with which it has to do. The whole scheme is minimum work for the teacher, is easily inaugurated, and is thoroughly practical.

Carhart's Commercial Law, published by C. V. Carhart, 425 Clinton Ave., Albany, N. Y., covers a great deal of ground

in a small space. It is one of the standard class books on commercial law, and is widely used. Sample copy will be mailed by the publisher for 35 cents.

Every typewritist knows the need of a convenient, practical copy holder. The Handy Copy Holder manufactured and sold by A. R. Cook, 620 Atlantic Ave., Boston, Mass., is said to be a very simple and convenient one. He sends it for 25 cents. Its low price should make it popular.

Eagle Pencil Company, 377-379 Broadway, New York. Manufacturers of Eagle pens, have several styles of vertical pens that they will be pleased to mail to all teachers of writing in public and private schools, if the applicant will state that he is a teacher and mention that he saw this notice in THE PENMAN'S ART JOURNAL. These pens are used in a great many public schools and business colleges, and have proven very satisfactory.

The Parker Fountain Pen Co., 100 Mill St., Janesville, Wis., are offering special inducements to teachers to represent them in schools. Teachers of shorthand would do well to write them for particulars.

From our correspondence we learn that many teachers, and those who expect to prepare for positions as commercial teachers, will attend the Rochester Business University, Rochester, N. Y., during the spring and summer.

Pernin System of Shorthand, published by H. M. Pernin Detroit, Mich., is used in over 500 schools in the United States and Canada, and the publisher informs us that new schools are being added to this list frequently. We notice a number of Eastern schools have adopted the system, and have found it satisfactory.

The Duplex Typewriter Co., Des Moines, Iowa (New York office, Nims & Shone, 290 Broadway), have informed us that they are hearing from their advertisement in THE JOURNAL from all over the United States and Canada. The Jewett typewriter, made by the same company, which THE JOURNAL has had in use for the past five months, has been found to work in a most satisfactory manner. We never tried the Duplex, but those who have report that it is just as good a machine as the Jewett. The Duplex prints two letters at one time, having a complete alphabet for each hand. Those interested in typewriting would do well to send to either office for circulars.

JOURNAL readers who are interested in chicken raising and especially by the incubator process should send for a copy of the catalogue of the Von Culin Incubator Co., Box 814, Delaware City, Del. Send five cents in stamps for it.

The Funk & Wagnalls Company, 30 Lafayette Place, New York, has recently placed on the market two valuable books. The New Cyclopedia of Practical Quotations by J. K. Hoyt, a book embracing a broad and comprehensive field, and containing over 30,000 quotations, and English Synonyms, Antonyms and Prepositions, by James C. Fernald, a book of 574 pages containing 7,500 classified synonyms and 4,000 antonyms. Next to a good encyclopedia and dictionary these are the most valuable books a person of studious or literary bent could have in his library.

Progress in Business Education.

"Progress in Business Education" was the title of a paper read before the Business Teachers' Association at Chicago on December 30, 1896, by W. H. Sadler. It was one of a symposium on book-keeping, and Mr. Sadler presented the claims of the Budget System in a clear and forcible manner, and was the recipient of many compliments. This address has been printed, and will be mailed free to any applicant for it.

EDITOR'S CALENDAR.

SHELDON'S NEW STANDARD WRITING BOOKS. Elementary course 4 numbers. Grammar course 8 numbers. Price, Elementary course, 72 cents per dozen; Grammar course, 96 cents per dozen. Sample set 75 cents. Published by Sheldon & Co., New York and Chicago.

Sheldon & Co. began at the foundation in the preparation of these copy books and investigated thoroughly how writing was taught in public schools and in business schools, and why there was discrepancy in the two methods. They have endeavored to this series to incorporate in a public school method as many of the good points of business school teaching as it was possible to make practical use of. They found that public school teaching was weak in the line of movement and in not using loose paper practice, consequently these books are strong on these two points. Much attention is given to movement exercises and this work begins in book No. 1 in the elementary course. The first copy in each lesson is movement exercises. Forearm movement is advocated and taught and loose paper preparatory practice is also advocated, all of which are strong points in the line of progress. The books are very carefully graded. Sensible styles of letters are used and with the instructions given to pupil and teacher, we do not see how any pupil can fail to become a good writer, if the instructions are put into practice. In the last book of the grammar course some excellent business writing is given and among it, good models of business letters and commercial forms are included.

The author and publisher of these books both realize that the teacher of writing in public schools needs all the help possible and for that reason, they have prepared a manual and chart to accompany the copy books.

MANUAL FOR TEACHERS, TO ACCOMPANY SHELDON'S NEW SYSTEM OF STANDARD WRITING. Cloth, 48 pages. Price, 75 cents. Published by Sheldon & Co., New York and Chicago.

While the primary object of this book is to aid teachers who teach from Sheldon's New Standard Writing Books, yet this manual will be found of benefit to all public school grade teachers who have anything to do with writing. It tells how to start a class of beginners, gives chapters on Movements for Lower Grades, Position at the Desk, Care of Pens and Pencils, Methods of Class Teaching for Primary and Lower Grammar Grades, Preparation for the First Lesson, and then follow a series of Model Lessons introducing the small letters. Next come Teaching Capitals in Lower Grades, Lessons in Grammar Grades, Grading the Books, Specimen Writing, Description of the Books comprising the Sheldon Series. Scores of interesting points such as counting, blackboard work, and Movement Exercises, etc., are given.

SHELDON'S NEW SYSTEM OF VERTICAL WRITING. Revised edition. Elementary course 4 numbers. Grammar course 6 numbers. Price; Elementary course, 72 cents per dozen; Grammar course, 96 cents per dozen. Accompanied by Teacher's Manual, 75 cents. Two large charts, $1 for the set. Published by Sheldon & Co., New York and Chicago.

Some months ago THE JOURNAL reviewed the first edition of these books and a recent examination only strengthens the good opinion we have already expressed of them. The copies are carefully graded and an effort has been made to combine speed with legibility and movement exercises have been freely introduced. The excellent instructions given in the manual accompanying the books and the two large well-engraved charts should lighten the burden of any grade or special teacher who is called upon to master and teach vertical writing.

STUTSMAN'S SELF-TEACHING COMPENDIUM OF PENMANSHIP. Slanting and Vertical. For Home Learners, Public School Teachers and Private Individuals. 46 single line slips, 12 larger slips and 28 page instruction book. Price, $1, postpaid. Published by H. H. Stutsman, Los Angeles, Cal.

THE JOURNAL had the privilege of examining the original pen copy of this compendium and the work was accurate, beautiful and practical. The first plates are devoted to movement exercises to develop small and capital letters. Then follows a carefully graded set of slant business writing copies. Vertical writing is also given and the principles and letters are treated in the same manner as the slant copies. Six of the larger plates are devoted to ornamental writing and the work is so accurate and harmonious that it will furnish practice for professionals as well as amateurs. The instruction book is carefully arranged and treats of vertical as well as slant writing. Professional and amateur penmen who want work for reference, public school teachers and others who desire help for their own writing and helps for teaching, should add Stutsman's Compendium to their libraries.

INSTRUCTION FOR WRITING FOR FIRST GRADE. Paper, 28 pages.

INSTRUCTIONS FOR SEVENTH AND EIGHTH GRADES. Outline of business correspondence. Paper, 30 pages.

FROM STUTSMAN'S COMPENDIUM OF PENMANSHIP, PUBLISHED BY H. H. STUTSMAN, LOS ANGELES, CALIF.

OUTLINE SIXTH GRADE. Social correspondence.

Three pamphlets by Miss Lucy E. Keller, Supervisor of Writing, Duluth, Minn.

Miss Keller has embodied in these booklets many bright ideas about teaching writing and correspondence. Those who have read her articles in THE JOURNAL or who have heard her present methods at conventions will no doubt be anxious to get copies of these pamphlets. These little books are of value alike to grade teacher or special teacher. There is a dearth of information in regard to teaching writing in the public schools and we welcome such publications as these.

DRAUGHON'S PRACTICAL BOOKKEEPING ILLUSTRATED. Cloth, 80 pages. Price, $1. Special price to schools and teachers, 60 cents.

The idea of the author has been to prepare a book suitable for self-instruction, home study and for schools desiring to furnish a short course. The work is intended for primary and intermediate bookkeeping grades, but a special effort has been made to make the subject plain to beginners. Abbreviations and characters in general use, points on commercial paper, etc., are also included in the book.

ISAAC PITMAN'S COMPLETE PHONOGRAPHIC INSTRUCTOR. Part 1, new manual of phonography. Paper, 114 pages. Price, 60 cents. Published by Isaac Pitman & Sons, 33 Union Square, New York.

This work is designed to furnish within the compass of a volume of handy size (6½ x 4 inches) a complete presentation of phonography, including all the forms of abbreviation. There are also embodied in this volume valuable improvements on the system, the result of practice and careful experiments of the inventor conducted during the past sixty years. Every part of the system is explained and each lesson is illustrated by exercises and the student can examine himself by the questions at the end of each chapter. It is designed for self-instruction or class use.

JONES' COMPENDIUM OF BUSINESS WRITING. 14 slips and instruction book. Price, postpaid, 20 cents. Published by C. W. Jones, Box 252, Brockton, Mass.

JOURNAL readers have had the opportunity of seeing from time to time some of Mr. Jones' business and ornamental writing and they are thus able to know how good it is. In this compendium of business writing, he starts with various large movement exercises, follows with small letter movement exercises, words made from small letters, words beginning with capitals, body writing, note, vertical alphabets, large and small words and sentences in vertical style. The writing is plain, simple, bold and has a roundness about it that makes it extremely legible. It is such a style as any business man would be pleased to see on his books. We understand that an instruction book to accompany the compendium, is in process of preparation and will be mailed with the copies. This instruction book will contain an outline for fifty lessons. All of the copies are photo-engraved from pen and ink work.

A RATIONAL METHOD OF TEACHING BOOKKEEPING AND BUSINESS PRACTICE. HOW SHALL WE TEACH COMMERCIAL LAW? Papers read before the Business Teachers' Association, Chicago, Dec., 1896, by J. E. King. Paper, 20 pages. Published by Williams & Rogers, Rochester, N. Y. Mailed free.

The first of these papers was one of several in a symposium on methods of teaching bookkeeping and presented the Williams & Rogers method. The second paper dealt with the subject, commercial law, in general and was favorably commented upon by members of the association who heard it. Mr. King is an able teacher of both subjects and in addition to being a clear thinker, knows how to express himself clearly. This pamphlet will be mailed free to all teachers of these branches.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

D. S. Hill, Marion, Ky.
D. L. Callison, Powersville, Mo.

Amateur.

H. W. Kenworthy, Franklin Falls, N. H.
J. D. Parsons, Jr., Gunnison, Colo.
E. W. Safford, 127 Genesee St., Utica, N. Y. (Automatic Penmanship).

— The Penman's Exchange Department is maintained for the PENMAN'S ART JOURNAL readers, professional and amateur, who desire to exchange specimens of their work with their brother penmen. It costs nothing to join, and the only obligation attached to a membership is that specimens of your best work are sent to all who are members of the exchange.

— In addition to his other accomplishments G. E. Snyder, Wood's B. C., Shenandoah, Pa., does knife carving on cards, and has sent us some very unique examples of his skill in this line.

— A dashily written letter, professional style, has been received from A. H. Ross, Troy, N. Y., B. C.

— H. B. Cole, Augusta, Maine, is a good writer, as is shown in a late letter received from him.

— C. A. Wessel, Ferris Industrial School, Big Rapids, Mich., has been experimenting with vertical writing, and, as a result, has mastered a good style.

— R. C. King, Salem, Ohio, B. C., compliments THE JOURNAL in a splendidly written letter.

— C. C. Short, Edmiston B. C., Cleveland, Ohio, favors THE JOURNAL with some excellent ornamental writing and a good off-hand flourish.

— Paul H. Hendricks, Barry, Ill., sends a well written business letter.

— W. H. Mathews, Prin and Prop., Salem, Ohio, B. C., is a good business writer, judging from some recent specimens of his work we have seen.

— A. McMichael, Lexington, Ky., has sent us some ornamental script, engrossing script, business writing and a letter head design—all good.

— A masterly example of graceful and accurate script comes from J. H. Smith, Sullivan & Crichton's B. C., Atlanta, Ga. The text of the specimen reads: "H. W. Flickinger is the King. J. H. Smith is the man who knows it."

— L. B. D'Armond, Tubb's B. C., Oil City, Pa., sends a good specimen of business writing.

— C. G. Prince, penman and secretary, Knoxville, Tenn., B. C., writes a beautiful hand, on the Flickinger order. We have lately received a letter from him in this style.

— A. D. Skeels, McLachlin B. U., Grand Rapids, Mich., is an all round penman, equally at home in writing, lettering, flourishing and drawing. Some recent specimens of his show that he is constantly improving.

— R. M. Jones, Pittsburg, Pa., sends a package of cards written in a variety of styles.

— A. S. Weaver, San Francisco, Cal., B. C., favors us with a well written set of business capitals.

— S. A. Phillippy, Coleman's National B. C., Newark, N. J., has sent some nicely written cards.

— C. H. Cleary, penman, Canton, Ohio, B. C., submits samples of business and ornamental writing that are good.

— A. J. Williard, formerly of Reliance, Va., and now of Middletown, Va., sends examples of plain and ornamental writing, off-hand flourishing, etc., which show he is gaining right along.

— O. P. Koerting, instructor in book-keeping and penmanship, Orange, Cal., sends some well written ornamental signatures.

— M. W. Blankinship, Gouverneur, N. Y., sends his compliments written in professional style.

— Geo. D. Hardin, Portland, Maine, favors us with nicely written cards and some business and ornamental writing that is good.

— D. S. Hill, Marion, Ky., drops in as his contribution some clear cut business writing and a graceful flourish.

— S. D. Forbes, Supervisor of Writing Public Schools, Lynn, Mass., has a good professional style, judging from a recent letter received from him.

— Geo. E. Seeger, Utica, N. Y., has mastered a model business hand. Although a book-keeper his work equals that of many professional penman.

— J. H. Ennis, Newport, Ore., is making rapid strides in skill. His business writing is splendid.

Students' Specimens.

— E. Rodman, a pupil of C. A. Bernhardt, Univ. of Pacific, College Park, Cal., although but 17 years of age has mastered a good style.

— E. L. Hill, student of T. H. Gatlin, Whitt, Texas, is rapidly acquiring a dashy and graceful style.

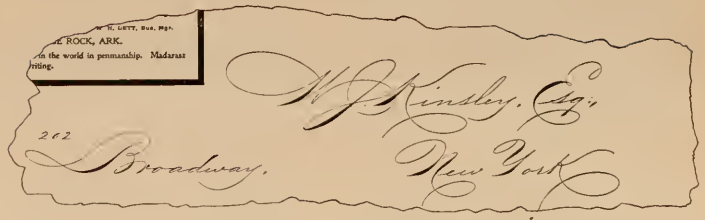
— From S. A. Phillippy, penman, Coleman's National B. C., Newark, N. J., we have received a large package of examples of students' business writing that are creditable alike to pupils, teacher and school. Many of these specimens are written by pupils of the night school, who have but little time for study or practice, and hence all the more credit is due Mr. Phillippy for the progress they have made.

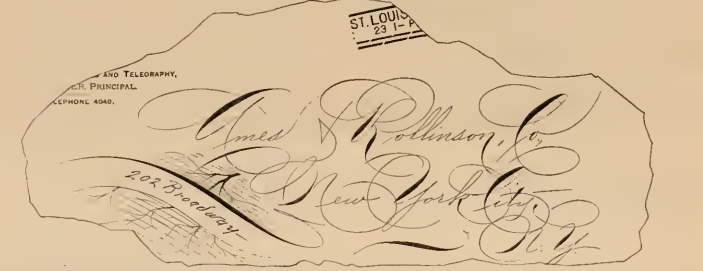
— E. O. Folsom, penman, Green Bay, Wis., B. C., sends THE JOURNAL some of the best movement exercise designs that we have seen in a long time. They are the work of his students. There is a variety in designs, and the development of movement and skill in execution shown in these specimens stamp Mr. Folsom as an A1 business writing teacher. In the same package are numerous examples of model business writing from other students. The exercises and writing are all in the Thornburgh style, giving evidence that Mr. Folsom is following in Mr. Thornburgh's tracks.

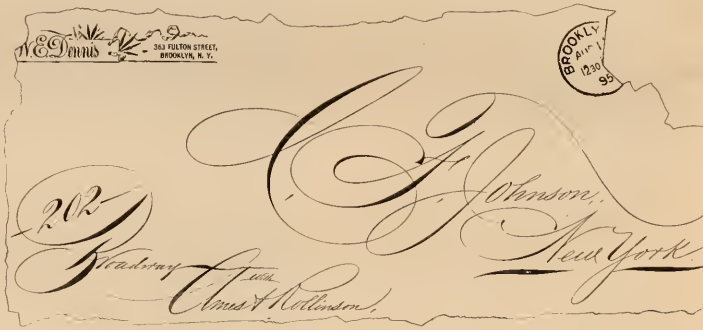
— J. M. Aikman, Carlton Coll., Farmington, Mo., sends THE JOURNAL a package of specimens showing the improvement made by several of his students. Those making the most improvement, in our judgment, are: F. W. Reuter, Viola Kilby, Fred. W. Giesing, Theodore D. Fisher, Wieta Aikman.

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)







(1.) BY L. MADARASZ, LITTLE ROCK, ARK., COM'L COLL. (2.) BY S. N. FALDER, JONES' COM'L COLL., ST. LOUIS, MO. (3.) BY W. E. DENNIS, BROOKLYN, N. Y.

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— From L. B. D'Armond, Tubb's Bus. Coll., Oil City, Pa., we have received a page of writing from each of a large number of students. This work was prepared, Mr. D'Armond writes us, without the students knowing it was to be sent for criticism. Good movement and speed are indicated, and the writing is very business like throughout. Among the best writers are the following: Walter Lowery, G. Sloan, Bertha Gilson, D. G. Goodwill, L. B. Myers, Teresa Gilmore, Sarah Long, Lucille Hinman, A. F. Varnes, Montague Goodman, Edgar Fenton, Andy Schwauz, J. A. Fitzgerald, E. W. York, F. A. Truby, Allie Moore, Victoria Grossman, Kittie Robinson, Edith M. Howard.

Public School Work.

—Miss M. Ella Brown, Supervisor of writing, Ilion, N. Y., sends us two large packages of writing from her pupils. The first package is from the pupils in the first grade, ages 5 to 6, and are in lead pencil. Some of the pupils have been in school but 10 days, and others 94 days, and the result that Miss Brown has brought about in that brief space of time shows that she has the pupils on the right track. The second package is from the pupils in the fifth grade, ages 10 to 13 with an average of about 11. All of the writing is vertical. The form is good and the movement fair. Miss Brown is to be congratulated on the showing made.

— From C. E. Chase, Prin. Com'l Dept. High School, Bridgeport, Conn., and teacher of penmanship, THE JOURNAL has received a large package of specimens of students' writing. The upper specimen shows how the student wrote at the beginning of the present school year, and the lower one shows how he wrote at the beginning of the winter term. These are pasted together, and as explained elsewhere in this issue, are put up on the wall for the students' inspection. Mr. Chase is endeavoring to break up finger action, and many of these specimens show that he is succeeding.

— From C. S. Hammock, Supervisor of writing, Wray, Colo., we have received samples showing improvement made since September 9 by pupils in the upper grades and the high school. For the benefit of those who think that business writing cannot be taught successfully in public schools, we would suggest that they send to Mr. Hammock for some specimens of the work of Mamie O'Donnell, Andy Hoy, Gertie Beckwith, Ollie E. Lepper, Lula M. Butts, Lizzie Hoy. We doubt whether the average business college, with an hour a day allotted to writing, has accomplished much more since September 9, 1896, than Mr. Hammock in twenty minutes a day at his disposal with these public school pupils. Mr. Hammock is a good writer, both plain and ornamental, himself, and these examples of his pupils' work show that he is as good in teaching.

Crowded Again.

Mr. Zaner's article (illustrated), the first of Mr. Tamblyn's series of three lessons in business writing for advanced students, as well as articles by J. F. Fish, L. C. Horton, J. W. Lampman, M. K. Bussard and many others, are in type, but are crowded out of this issue. They will appear shortly, and our readers may look forward to a feast of good things.

$100 IN GOLD GIVEN AWAY

Are you a smart speller? We give $100 away in prizes to those able to make the largest list of words from the word RESPONSIBLE. You can make at least twenty, we believe, and if you can you will get a present any way, and if your list is the largest you will get $40.00 in cash. Here are the rules to follow: Use only words in the English language. Do not use any letters in a word more times than it appears in RESPONSIBLE. Words spelled alike can be used only once. Use any dictionary, and we allow to be counted proper nouns, pronouns, prefixes, suffixes, any legitimate word. This is the way: Responsible, response, rip, sop, see, sin, sip, sod, sob, sole, etc. Use these words. The publisher of THE AMERICAN WOMAN will give away, on April 10, the sum of $100, divided into 24 prizes for the largest lists of words as above. $40 to the person making the largest list; $10 for the second largest; $5 each for the next five largest lists; $3 each for the 4 next largest, and $1 for each of the next 13 largest lists. We want you to know our paper, and it is for this reason we offer these premiums. We make no extra charge for the privilege of entering this word-building contest, but it is necessary to send us 25 cents silver or stamps, for which we will send you our handsome illustrated 28 page magazine for six months, and the very day we receive your remittance we will mail you free, a beautiful picture, entitled "The Forest Sanctuary," 18x24 inches, a charming present. This offer is the greatest you have ever had made to you. Send your list at once. If you win one of the prizes your name will be published in our May issue. Address THE AMERICAN WOMAN, 119 and 121 Nassau St. New York City, N. Y.

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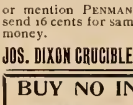

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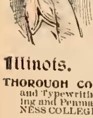
NEW YORK BUSINESS COLLEGE, 81 East 125th Street, New York, N. Y., receives *Day* students from *"the Greater New York."* These well-known schools, under one management, but each having a separate faculty, are designed to afford the best practical training for mercantile pursuits. The schools also supply *business men* with satisfactory assistants, and secure positions for *competent students.* Terms moderate. No vacations. Catalogue free. CARRINGTON GAINES, President

California.

HEALD'S BUSINESS COLLEGE, San Fran-cisco. For 30 years the largest private school west of Chicago. 12,000 former pupils now prosperous business men.

Virginia.



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English, Classical, Scientific, and Business Courses.

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Danville, Va.

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THOROUGH COURSES in Business, Shorthand and Typewriting, English Training, Normal Training and Penmanship. Address ROCKFORD BUSINESS COLLEGE, 103 S. Main St., Rockford, Illinois.

Texas.

ALAMO CITY BUSINESS COLLEGE. Normal Academy. Shorthand, Typewriting and Telegraph Institute. Send for catalogue. San Antonio, Texas.

Iowa.

CATALOGUES of The Capital City Commercial College and the Capital City School of Shorthand will be sent free to intending students. Address MEHAN & McCAULEY, Des Moines, Iowa. These institutions are first-class business training schools.

Arkansas.

LITTLE ROCK COMMERCIAL COLLEGE. M. A. STONE, Pres., is not the BEST, but no other word will describe it because it is HONEST.

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Pennsylvania.

SCHISSLER COLLEGE OF BUSINESS, Norris-town, Pa., indorsed by leading educators. It has a national reputation. Prospectus and Commencement proceedings sent on application.

Louisiana.

SOULE COMMERCIAL COLLEGE AND LITER-ARY INSTITUTE, New Orleans La., renowned for 40 years for its high grade courses, philosophic systems, advanced accounting, practical and ethical lectures. Write for free specimen pages of Soule's great works. The Science and Practice of Accounts and the Philosophic Practical Mathematics.

Massachusetts.

NEW ENGLAND BUSINESS UNIVERSITY AND School of Shorthand and Penmanship, Lowell, Mass. No vacation. Journal free. GLICK & YOUNG, Proprietors.

Canada.

THE NEW WAY is to do your bookkeeping in shorthand. Save one-half your time. Learn for $10 by mail. Success sure. SNELL'S COLLEGE, Truro, N. S.

ONTARIO BUSINESS COLLEGE, Belleville, On-tario. 28th year. W. B. ROBINSON, J. W JOHNSON, F. C. A., principals for 19 years. Most widely attended business college in America. Address ROBINSON & JOHNSON, Belleville, Ontario, Can.

CENTRAL BUSINESS COLLEGE, Toronto, Ont., W. H. SHAW, Principal. *Central Business College*, Stratford, Ont., W. J. ELLIOTT, Principal. Two great Canadian schools, well-knowo throughout the Dominion for superior work.

Penmen.

Artist and Instructor.

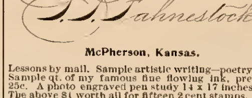
LESSONS BY MAIL.

12 in Business Writing, -	$3.
20 " " " -	5.
20 " Pen Art, - - -	20.
1 dozen Cards (any style) -	30c

EXPERT WORK A SPECIALTY.

Hartford Business College,
HARTFORD, CONN.

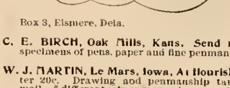
MISS ELLA E. CALKINS, Pen Artist, Grove-land, Iowa. Your name written in 12 styles, 15c., on cards 25c., specimens 25c., 12 lessons $2.50.



McPherson, Kansas.

Lessons by mail. Sample artistic writing—poetry, 25c. Sample qt. of my famous fine flowing ink, prepaid, 25c. A photo engraved pen study 14 x 17 inches, 50c. The above $1 worth all for fifteen 2 cent stamps.

ONE Dozen Cards, 15c.; Business Capitals, 12c.; Fancy Capitals, 15c.; Sheet of Ornamental Combinations, 15c.



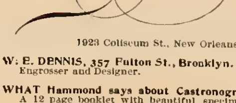
Box 3, Elsmere, Dela.

C. E. BIRCH, Oak Mills, Kans. Send 10c. for specimens of pens, paper and fine penmanship.

W. J. MARTIN, Le Mars, Iowa, A flourished let-ter 20c. Drawing and penmanship taught by mail. 5 different sets engravers' copper-plate capitals, with instructions for card writing, 50c.

A. B. CUSHMAN, The "Auto" King, at Hum-boldt, Kan., will send to any address Photo-Engraved Specimens of his unequaled skill in "Auto" penwork, and circulars giving full description of, and information concerning, "Auto" supplies. Lessons by mail. Self Instructing "Auto" Copy Books (in 5 numbers), Engraving, Designing, etc., for one 2-cent stamp. "The Best is Cheapest."

SOMETHING NEW: A Beautiful School Song, Sheet Music. Elaborate pen picture as frontispiece. 30c. per copy. 2 copies, 50c. Address



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WHAT Hammond says about Castronography. A 12 page booklet with beautiful specimen of knife work sent for 10c. Best blank cards. Lowest prices. Samples free. L. W. HAMMOND, Batavia, N. Y.

THE best ink made. Get sample pint 10 cts. post-paid.
HANDY PACKAGE DYE CO., Massena, N. Y.

D. S. HILL, Penman, Marion, Ky. Beautiful flourish 10 cents, caps, business and fancy 10 cents, mail course $3 00, cards 15 cents. All kinds of order work.

E. K. DAVIS, Pen Artist, Nashville, Tenn. Course of 12 lessons in business writing, $3.00; 12 lessons in free hand drawing, $4.50; an elegant flourish, 35 cts.; the finest of card writing per doz., 15 cts.; caps, 10 cts. Designs of all kinds made for engraving.

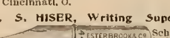
F. M. SISSON, Penman, Newport, R. I. Beau-tiful piece of Pen Work for your scrap-book only 10c., your name on 1 dozen cards 20 cts.,—12 lessons in penmanship by mail $2.50.

P. B. S. PETERS, Storm Lake, Iowa, does all kinds of penwork. One doz. assorted pens, 5c.; three doz., 11c. Excelsior oblique holder, two for 15c., two doz., $1.00. Gillott's No. 604 pens, ¼ gro., 21c.; one gro., 68c. Method ruling cards, 13c.; Ink recipe, 13c.; either one free with $1.00 order. Circulars.

B. L. GLICK, New England Bus. Uni., Lowell, Mass. 1 doz. Signatures, on cards—something elegant, 30c.; Business Capitals, 20c.; Flourished Swan—a beauty, 25c.; all for 50c. Money refunded if the work is not satisfactory. Oblique holder, properly adjusted, 20c. Large stick India Ink, 50c. Half stick, 30c. 12 lessons in Ornamental Writing or Flourishing, $5.00. Elegant copies and first-class instruction. 12 lessons in Business Writing, $4.00. By taking one of the above named courses you will make wonderful improvement. Satisfaction guaranteed. Samples 10 cents. Circulars free.

SEND 25 CENTS for fine specimens of Writing, Lettering and Flourishing. Can't help but please. Address JNO. F. SIPLE, care BARTLETT'S BUS. COL., Cincinnati, O.

W. S. HISER, Writing Supervisor Public



Schools, Richmond, Ind. STANDARD DUPLICATOR. 150 prints, pen copy; 50 prints, typewriter copy. NONE BETTER; costs 25% less. $1.75 to $1.50 with two colors of ink. INVALUABLE TO TEACHERS. Work and circulars free.

R. M. JONES, Pen Artist, 10 Mahon Avenue, Pittsburgh, Pa. One doz. assorted cards, 25 cts.; unique specimens of pen work, 25 cts.; resolutions, etc., engrossed.

A. D. TAYLOR will send you his National Course of Twenty Lessons in Writing for only Ten Dollars. Terms, one-half in advance. Address A D. TAYLOR, Galveston Bus. Uni., Galveston, Tex. 1-f

A. E. PARSONS, Creston, Iowa, Sticks to the good old text, which has been a helpful suggestion to thousands. LEARN TO WRITE YOUR NAME. Send me your name, written in full, and 25 cents, and I will send you one dozen or more ways of writing it, with instructions; or send me a 2-cent stamp, and I will send you, addressed in my own hand, price-list descriptive of lessons by mail, extended movements, tracing exercises, capitals, cards, flourishing, etc. P. S.—No postal cards need apply. 3-12

THE

is just the thing to head your Ledger and Statements with.

EVERY STUDENT should have one.

PRICE REDUCED TO 18c.

or 1 Pen, 3 printed alphabets with instructions and 1 bottle of ink, 35c. Send 2c. stamp for circular and price-list.

Address, **The "AUTOMATIC MAN"**
(C. A. Faust),
65 Wabash Ave., Chicago, Ill.

"Want" Ads.

In answering advertisements signed by a nom-de-plume, delays and mistakes are avoided by sealing and stamping the replies ready for mailing and writing the nom-de-plume in a corner, then inclosing such sealed replies in an envelope addressed to The Penman's Art Journal, 202 Broadway, New York. Postage must be sent for forwarding Catalogues, Newspapers, Photographs, &c.

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway New York.

A FINE PENMAN, very successful teacher, 12 years' experience. Has had full charge of bus. dep. in B. & S. college. Has lectured on banking, com'l law, com'l history and political economy. 32 years old. Been in present position five years. Has had increase of $200 in salary in present position. Has been making $1,700 per year. Is open to an engagement with some good school for coming year. Refers to present prin. Will take interest in good school. Address "STRONG," care PENMAN'S ART JOURNAL.

A TEACHER of six years' experience in nor. school and bus. coll., who teaches book-keep., correspond., language, com'l law, pol. econ. and Eng. branches, is open for immediate engagement. Familiar with W. & R. and Sadler's systems. Health good; age 27; weight 140; height 5 ft. 6 in.; unmarried. Wants fair salary. Good references. Address "N. S. O.," care PENMAN'S ART JOURNAL.

A TEACHER with four years' experience in teaching with normal and scientific training is open for engagement as teacher of com'l work complete, short and pub. school draw. and writ. Familiar with all of the standard texts. Good health; age 23; weight 175; height 5 ft. 10½ in.; unmarried. Refers to J. R. Dille, Rearick and others. Fair salary. Ready any time. Address "S. N. E.," care PENMAN'S ART JOURNAL.

A TEACHER with nor. and bus. training is open for immediate engagement. Has had five years' teaching experience. Can teach com'l branches, Dement's short, pen. Good health; age 25; weight 160; height 5 ft. 10½ in.; unmarried. Best references, fair salary. Address "S. I. T.," care PENMAN'S ART JOURNAL.

A TEACHER of five years' experience in public and normal schools and who has completed a scientific course, is open for engagement as teacher of math., Eng., sciences, book-keep. and com'l branches. Good references. Moderate salary. Ready now. Address "E. D. A.," care PENMAN'S ART JOURNAL.

AN all-round teacher of com'l, shorthand and Eng. branches, history, civil gov., etc., is open for immediate engagement. Has common, high and normal school training. Six years' teaching experience in public and bus. schools. Familiar with Ellis, W. & R. and Sadler's book-keeping, Graham, Benn Pitman, Dement and Day shorthand. Strong references. Age 28; weight 150; height 5 ft 11 in.; unmarried. Wants fair salary. Address "ALL-ROUND," care PENMAN'S ART JOURNAL.

A STRONG all-round com'l teacher who is a fine penman will be open for position Aug. 1. He has a com'l and high school education and is strong in English and other branches. Has had 14 years' experience in public and private schools. Familiar with W. & R., Packard's and Ellis systems. Perfect health; age 30; weight 180; height 5 ft. 8 in.; married. Strong references. Prefers Eastern location. Wants fair salary. Address "D. R. O.," care PENMAN'S ART JOURNAL.

MY specialties are penmanship, arith., spell., correspond., gram., com'l law. Can assist in book-keep., Eng. branches. Am a graduate of a normal school and have spent three months each in the Gem City B. C. and the Zanerian. Have ten years' experience in public, high and bus. schools. Familiar with Musselman's, W. & R. and Practical texts. Good health; age 32; height 5 ft. 11 in.; weight 160; unmarried. Refers to Zaner, Boleyn, Fessler and others. Moderate salary. Ready May 1. Address "R. I. O.," care PENMAN'S ART JOURNAL.

A TEACHER whose specialty is penmanship, but who can handle any of the com'l branches, will be ready for position May 15. Has a collegiate education and is a graduate of good business and Zanerian Art College. Has four years' teaching experience. Age 25; weight 185; height 6 ft.; unmarried. Refers to Zaner, Thornburgh, Doner and others. Moderate salary. Address "N. A. M.," care PENMAN'S ART JOURNAL.

AN all round teacher with 11 years' experience in teaching, three of which were spent in pub. school and eight in bus. coll., is open for immediate engagement. Can teach bookkeep., writ., arith., all branches in a bus. and Eng. course, etc. Familiar with W. & R., Musselman's and Packard's texts. Good health; age 32; weight 180; height 5 ft. 9 in.; married. Best references; moderate salary. Ready now. Address "H. G. I.," care PENMAN'S ART JOURNAL.

A TEACHER of com'l branches and New Rapid and Graham shorthand is open for immediate engagement. Is a normal school, com'l and shorthand graduate. Has had office and court reporting experience. Taught in public schools and can teach any normal branch. Familiar with W. & R., Sadler's and Ellis systems. Age 23; weight 145; height 5 ft. 6¼ in.; unmarried. Strong references; low salary. Address "T. E. K.," care PENMAN'S ART JOURNAL.

A YOUNG MAN with normal training, prepared especially for teaching and who has eight months' experience in pub. schools and five months' in bus. coll., is open for engagement. His specialties are pen., bookkeep., correspond. and all of the com'l branches. Familiar with W. & R. and Ellis systems. Good health; age 21; weight 145; height 5 ft. 6 in.; unmarried. Good references. Moderate salary. Ready this fall or sooner if necessary. Address "D. L. O.," care PENMAN'S ART JOURNAL.

A TEACHER with high and normal school training with four years' experience in public and eight years' in bus. coll., will be ready July 1st (or sooner if necessary) for a position as teacher of book-keep., arith., Graham short., com'l and Eng. branches generally. Has taught Eastman's, W. & R. and Spencer's texts, and is familiar with all the leaders. Health excellent; age 31; weight 162; height 5 ft. 10 in.; married. Strong references. Wants fair salary. Address "D. N. E.," care PENMAN'S ART JOURNAL.

Teachers Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

A FEW HUNDRED good schools called on us during '96 for commercial, shorthand, pen art and drawing teachers. Many more will call in '97. Do you want one of these places? Now is the time to get in line, good places don't "go begging" long. $1.50 enrolls for a year. We have calls from all parts of the United States and Canada, at all seasons. Write to day for particulars. **Schools desiring the best teachers,** will find it to their interest to correspond with us. Services free. To put the right teacher in the right place is our aim. Endorsed by leading educators. Kindly write us when in need of a teacher. W. T. PARKS, Mgr., Equitable Teachers' Bureau, Charles Block, Denver, Colo.

WANTED. — Bookkeepers (several) of good appearance and pleasant address to travel and teach short courses bookkeeping as outlined in our books. Prefer some who can teach the "Graham" or "Pitman" systems shorthand also. It will require persons who have some special talent for the work. Salary, $40.00 to $80.00 per month and all expenses. Address DRAUGHON'S PRACTICAL BUSINESS COLLEGE, Nashville, Tenn.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

A Tale in Two Chapters.

CHAPTER I.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

DEAR SIRS:—It pleases me to inform you that I have contracted with Prof. A. R. Kip, Napa, Cal., for my next school year. I feel greatly indebted to you for furnishing me with so good a man. I feel sure that Prof. Kip is just the man I was looking for. I shall pay him a good salary. Again thanking you for the service rendered, I have the pleasure to remain

Fraternally yours,
E. H. MORSE, Prop. Hartford, Conn., Bus. Coll.

CHAPTER II.

PENMAN'S ART JOURNAL TEACHERS' BUREAU.

DEAR SIRS:—I have accepted a position with E. H. Morse of the Hartford, Conn., Bus. Coll. Will comply with terms at once as per contract. I joined another teachers' agency and received *no notices* of vacancies. Your agency is *the* one for me.

Respectfully,
A. R. Kip, Napa, Cal., Coll.

We have hundreds of similar letters on file.

PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, N. Y.

The 1897 employment season is now open and we have several calls for teachers to begin work Sept. 1st. Many more, of course, will be received during the next six months. Many of the places in the following list are where teachers are wanted at once. Judging from the opening of the season there is every indication of a large number of vacancies the present year. Well prepared teachers (with or without experience) are in demand. There is no call for any other kind. During 1896 we had twice as many calls for competent teachers as we had teachers to fill the places.

BOOKKEEPER.

FOR PUBLISHING FIRM.—One who can invest. Bond given for investment and good salary paid.

SOLICITORS.

Two for Pa. school. One for Ohio school. One for Pa. school. One for Southern school. One for Pa. school. One for N. Y. school. One for Pa. school. One for Pa. school.

MANAGER OF ADVERTISING DEP'T.

For Commercial School Book Publisher.

MANAGER OF EMPLOYMENT BUREAU.

For New York Commercial School.

SHORTHAND.

ECLECTIC.—Ohio. com'l also; **N. Y.**, good opening; **No. D.**, Teacher to take interest in school; **Mass.; Wis.; Kas.**, one who can invest small amount; **Ohio.**

GRAHAM.—Pa., also pen., **Pa.; Va.; Pa.**, also arith., gram. and com'l if called upon; **Wis.**, also book.

PITMAN.—West Va.; Pa.; N. Y., male teacher; **Western State**, Eng. and com'l also; **Texas**, all-around teacher and Benn Pitman shorthand: **Mo.**, pen. and Benn Pitman; **Ga.**

MUNSON.—Ind., also pen.

PERNIN.—Pa., also Ellis Bookkeep.

DAY.—Pa.

NO PARTICULAR SYSTEM.—Mass.; Ga.; Ind., Graham or Pitman and pen.; **Kans.**, pen., com'l, short.; **Neb.**, short. and pen.; **Ind.**, short. and pen.; **W. Va.**, shorthand, typewriting and arith; **N. Y.**, commercial and shorthand; **Conn.**, first-class teacher (man preferred) some non-position system; **Pa.**, prin of short. dep't (to buy interest in school if possible); **Mass.**, Demeut or Graham; **N. Y.**, also book, arith, etc.

PENMANSHIP and COMMERCIAL.

Pen., com'l and I. Pitman shorthand for High School (near New York), $1,000 for 10 mos. **N. Y.**, Pen. and book. **W. Va.**, all-round com'l teacher as manager of small school. **N. Y.**, all-round teacher (com'l and shorthand). **Tenn.**, young penman to teach and take bus. and short. courses in part pm't. **N. H.**, all-round man as manager and teacher. **N. J.**, strong all-round man and good penman, good school, good salary. **N. Y.**, first-class penman and good teacher for large school. **Neb.**, prin. of com'l and pen. depts. nor. school. **Mo.**, English and nor. branches **Mo.**, pen. and Benn Pitman shorthand. **Pa.**, all-round (Ellis system) man. **Ill.**, law, English and arith. **Ind.**, com'l and pen. or com'l and short. **Mass.**, pen. and com'l. **Mass.**, all-round man as teacher and manager. **Ga.**, math. and bookkeep. **Wis.**, prin. of bus. dept. on shares **Fla.**, com'l and ornamental pen. **Tex.**, all-round com'l and Benn Pitman shorthand. **Ind.**, pen. and short. **Minn.**, pen. and common branches. **Neb.**, pen. and com'l on shares. **Pa.**, all-round strong man (over 30 years of age). **Neb.**, pen. and short. on shares; **Pa.**, book. and gram., **N. Y.**, book., shorthand, arith., etc., who is good penman; **Mass.**, good all-round com'l; **Pacific Coast**, all-round com'l; **Texas**, com'l (need not be fine penman); **N. Y.**, penman and com'l who understands ac't bus.; **Calif.**, first-class all-round com'l; **Ill.**, all-round com'l.

Information about such of these vacancies as remain unfilled will be sent to all who register in THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Blanks and particulars mailed upon application.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

FOR SALE.—The good will and plates of a well advertised and widely used set of writing lessons. Copper plate engraving; thousands of dollars spent in advertising; international reputation. Reason for selling: conflicts with present business of owner. A good thing for a hustling advertiser. Address "WRITING LESSONS," care PENMAN'S ART JOURNAL.

Schools For Sale.

FOR SALE.—A Business College in Ohio will be sold for less than it would cost to equip the school. This is a rare opportunity for any person who wishes to engage in the school business on a small capital. School has a reputation of doing good work and students holding good positions. Must be sold. Don't write unless you mean business and have some money. Address "A. Z.," care PENMAN'S ART JOURNAL.

FOR SALE.—A new and handsomely equipped Business College in a city of 100,000 population. Furniture and fixtures cost $2,000 and about $1,000 due on tuition account. The school does an annual business of $6,000 and can be made to double that amount within 12 months. School is located in one of the Eastern States. Satisfactory reason for selling. Books may be examined by purchaser. Address "ELEGANT BUSINESS COLLEGE," care PENMAN'S ART JOURNAL.

For Sale or Trade.

HAVE YOU some rare works on penmanship, some valuable pen specimens, some penman's supplies, or anything that you want to sell or trade? If so, an adv't in this column will talk to the largest and most select audience interested in things of this kind that it is possible to find. You may have some dead property on hand that you want to turn into money, or to trade for something you can use. Try an ad. and see how it works.

The price is $2.50 each insertion for ads. not to exceed one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

FOR SALE.—Copies for sale. I have a few sets of *pen-written* copies including sets of Business Capitals and Ornamental Capitals valuable to private learners, which I will mail, postage prepaid, for 50c C. C. LISTER, 2438 Crystal Ave., Baltimore, Md.

School Furniture and Supplies For Sale or Exchange.

The price is $1.50 each insertion for ads. (under this heading only) not to exceed one inch. If two insertions be paid for in advance ($3) the advertiser will be entitled to a third insertion free, if desired.

ARE YOU putting in new furniture, and would you like to dispose of your old furniture? Are you changing text-books, and would you like to sell your second-hand books? Would you like to buy or trade for some second-hand furniture or books? Changes are going on all the time, and the books, furniture, typewriters or supplies that you dispense with may be just what another school would like. They may trade you something you need for them, or may pay cash. An adv't in THE JOURNAL'S want columns may save you hundreds of dollars. THE JOURNAL completely covers the field. If there is any one who wants to buy or sell school furniture, supplies, etc., an ad. in this column will reach him.

FOR SALE.—One new Odell Typewriter, $12, cost $20 and has never been used. Also one new Hall Typewriter, $18, cost $40 and has never been used. "TYPEWRITER," care PENMAN'S ART JOURNAL.

Writing Paper.

Excellent quality, 8 x 10½ inches, ruled, unruled wide ruled, 10 lbs. per ream of 1000 sheets. **$1.20 a ream in 25 ream lots; $1.25 a ream in 10 ream lots; $1.30 a ream in 5 ream lots; single ream, $1.40; ½ ream, 75 cents.** Put up in half-ream (500 sheets) packages. By Express or Freight at purchaser's expense.

Send cash with order.

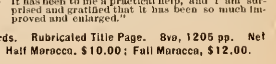
AMES & ROLLINSON CO.,

202 Broadway, New York.

THE HANDY COPY HOLDER

Is the **best**, most **simple** and **cheapest** Copy Holder for typewriter's use. It is intended for stenographers' note books with stiff covers, and will hold **loose sheets** of any size in a convenient position for copying. Mailed postpaid on receipt of 25 cents in silver or stamps. Address

A. R. COOK, 020 Atlantic Ave., Boston, Mass.



THE BEST BUSINESS PEN MADE!

Result of 21 years' experience.

One Dollar per Gross or Ten Cents per Dozen. Send for a *Trial Order To-day!* Address,

Y. M. C. A. Bldg. E. H. HOBINS, Wichita, Kan.

See Here! Have you tried my new "Artists'" or Diamond Gloss Ink? If you have not, then you don't know what you have missed. I will sell you six good sized bottles for $1.

4-12 **B. M. WORTHINGTON,**

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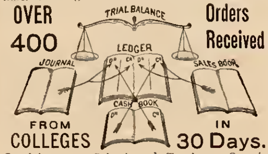

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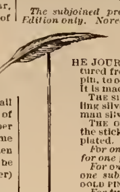

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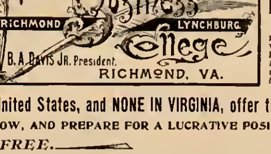

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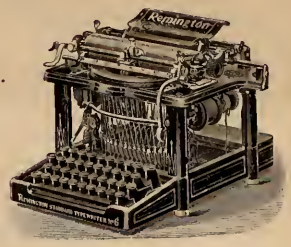

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After the movement has been brought under partial control, then you have just cause to feel *en*couraged, for then you will notice a gradual gaining every day. I am sure I cannot be mistaken in this, that if you will work along earnestly and patiently, heeding the instructions and not feeling anxious about the results, you will become a good business writer in the near future. Is it not worth working for, and hard work at that?

The t, d and q.

On Plate 14, the "*t*," "*d*" and "*q*" are given. First practice on the small oblique exercise, made one-half large space in height, then widen the down lines, making the turn at the base line and form the skeleton for the "*t*." There are two forms for this letter. Notice how the "final" "*t*" is made, and write no less than four without lifting the pen. The *d* may be developed by practicing on the small *a*, and the short oblique exercise. Place the short loop below the *a* and form the *q*. Make five without lifting the pen.

Write three pages or more with each of the word copies. Do not write any larger than the copy, and use an easy, rapid movement.

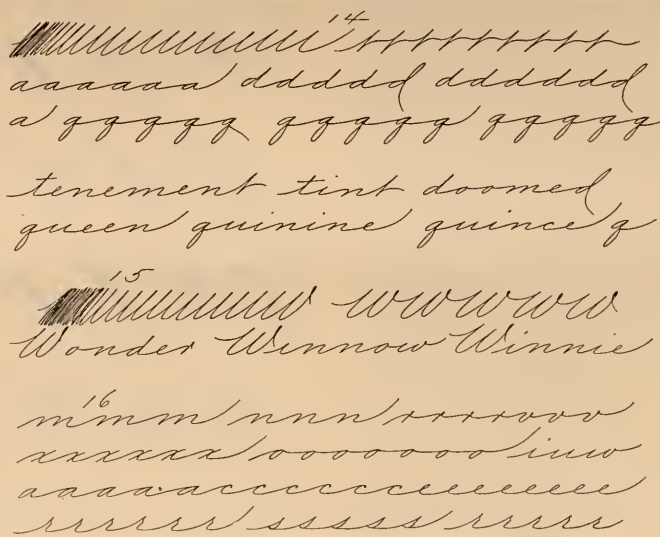
The Capital W.

While we are in the business of making the *t*, we will try one of the most practical styles of the *W* that is used. On Plate 15 the steps for movement practice are plainly marked out, and if the copies in Plate 14 have been thoroughly worked you will not have much trouble with this capital. Do not make the two parts of the letter too wide, but get about the same proportion as shown in the copy. Finish with a slight dot. It will furnish excellent practice to combine several after you have learned to make them well separately. Practice on the word copies until you are satisfied that you can do no better.

Review of Small Letters.

On Plate 16 will be found all of the small letters that have been given in the preceding lessons, and are grouped in good practicing order for a review. The small exercises in the February lesson will be valuable as a means of taming the muscles for this kind of small letter practice. Take up a letter and write an entire line across the page without lifting the pen, taking care about the spacing between letters. There is a tendency at first to use too much finger movement in writing the one space letters. Use more arm motion. Try to improve in form as well as speed, but do not sacrifice movement for form. Hold your writing out at arm's length, and perhaps you will notice some fault that you would otherwise overlook.

Too much stress cannot be laid upon the practice of small letters. In practical writing you probably write all the way from twenty-five to fifty or more small letters to every capital. Beginners usually have the fault of spending too much time in practicing the capitals and not enough time in drilling on the small letters. Pay attention to the little things.



BY E. C. MILLS, ILLUSTRATING HIS LESSON IN RAPID BUSINESS WRITING.

Criticism Column.

[Note.—Please see that full postage is placed on specimens sent for this department. No charge is made to Journal subscribers for criticisms in this column. Should you desire personal criticism, send me 25 cents and a 2-cent stamp and your work will be carefully criticised and returned to you, together with a letter written in my best business style. Address all communications to E. C. Mills, Rochester, N. Y.]

The finest specimens of practice work received this month come from the pen of F. J. Sargent, Richford, Vt. To the student sending us the best specimens of practice work this month we will publish a few of his specimens in the May issue. Use black ink. Who will send us the best specimens?

Otto R., Le Mars, Iowa.—Your pen should be replaced with a new one. Your small compact exercises are too large and not compact enough. Get your writing down smaller.

A. A., Fall River, Mass.—Compact oblique exercise in February lesson should be made nearly black. More practice on the small compact exercises. Make them much smaller than the copy sent me.

J. O. W., Goodstown, Canada.—Use more of the rolling motion in making the small "*m*" and "*i*" exercises.

John N. K., Earling, Iowa.—More systematic practice on small compact exercises. Close "o" at top.

Grace M. H., Harrisburg, Pa.—You have been used to writing with finger movement, but the large exercises sent are good. Try to make down lines in compact ovals closer together. Write smaller. Review the work in January and February lessons. Address The Penman's Art Journal if you wish to renew your subscription.

L. McR., Salem, Va.—Your movement shows a strong line, but see if you can make the compact exercises in Plate 5, January Journal, as black as the copy. Work the two first lessons through very carefully again.

Harry V. K. and Others.—Your capitals are very good, indeed, but you need continued practice on the small letters and exercises. I am well pleased with the improvement you and many others are making. Work hard.

J. C. R., Mankato, Minn.—All of your work is good but the "final" "*r*" Do not bring the last stroke down too far, but branch off in about the same manner as the finishing part of the "*w*" is made.

C. H E., Jr., Brooklyn.—Make small letters a little smaller, and close "o" and "o" at top. Make the finishing stroke of a letter a trifle higher than the letter, and try not to finish on or below base line Continue to try to apply the muscular movement to the small letters. If you do not become a fine business writer I shall be greatly disappointed.

J. H. F, McKeesport, Pa.—The small compound curve exercise, as found in Plate 6, January lesson, should receive careful attention.

J. A. P., Hika, Wis.—Please send practice work on foolscap paper. Your movement is good, but watch the little things.

M J. K., Earling, Iowa —Your movement seems to be hard to manage. That is all right for the beginning; now review the small exercises in the February lesson again.

Geo. J. F., Glens Falls, N. Y —"Please let me know if you think I can ever learn to write." You or any one may become an excellent business penman if you will just work patiently and follow some good course of lessons in muscular movement writing.

J. W. J., Moscow, Idaho.—You have not followed instructions carefully. Now, commence on the January lesson and put some solid work on the compact exercises. Do not be satisfied until your work is about as good as the copy in Plate 5.

Katie C., Nampa, Idaho; Alma F., Sundale, Pa.—Good movement on the foundation exercises. Work diligently on the small letters and word copies.

J. L. H, Portland Mills, Ind.—Small letters are made too large. Write about one-half that size.

H. W. K, Franklin Falls, N. H.—Yes, your writing is too large. Your movement is strong; see if you can bring it under control for smaller writing. I am glad you are thoroughly in earnest with this practice work.

Chas. R. L., Quincy, Ill.—You and many others need to spend day after day in the practice of those compact exercises. Do away with finger movement in small letters.

Jas. H., Lawrence, Mass.—Your specimens rank among the best received this month Owing to the extra wide rulings on your paper your writing is too large. Your strokes show a strong and vigorous movement.

W. W., Corwith, Iowa —Your writing is too unsystematic to criticise here. Do nothing for a while but the work in the January lesson and send me your best efforts.

W. K. R., Auburn, Pa.—Do not lift the pen in writing a word.

Wm. M., Brooklyn.—Make down lines in compact exercises light.

Carbondale, Pa.—Please write your name on all specimens sent as it will save considerable trouble. The finishing line in a number of words is made carelessly.

Lillian H.—Writing too large.

T. L. S., Bradford, Pa.; Fred M. R., Rochester.—You are not too late to enter the contest. You will be compelled to work hard, if you beat some of our JOURNAL students who are working for the certificates.

B. M. R., Annex, Va.—Write a page or two more of the small compact exercises. Watch finishing stroke in word copies. Splendid movement.

J. A. D.—Your ideas are entirely too large for good business writing. Fix up several pages properly of the small exercises in February lesson. Send me your practice sheets every week.

We are hearing from many new ones who have decided to begin and do systematic practice in business writing. In our estimation, young people cannot employ their spare time more profitably than in the practice of penmanship. We hope to hear from many more who will join our large class. There are hundreds of them, and we hope you will help us in making this series of lessons a great success.

Do not hesitate to write and send specimens, if they are ever so poor, providing they are your best, as it is with pleasure that we look over the work of those who are trying to improve themselves by home practice. E. C. MILLS.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

(These lessons began in the February, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

No. 3.

To the Student.

In the planning of this course of lessons I deemed it unnecessary to consume space in describing the position and movement, as there have been a number of articles on these topics running through THE JOURNAL within the past few months. But in answer to the many questions on this point I will say, to become a fine penman I believe it is absolutely necessary to use muscular movement on capitals and combined movement on the small letters, and for the benefit of those who need more explicit instruction I refer you to the directions and exercises given by Mr. C. E. Mills in the January and February numbers of this paper. They are as good for developing fore-arm or muscular movement as could be given. Then repeat your work in the February and March numbers of this course, by making the shaded ovals and stems hundreds of times; yes, thousands of times; as it would be almost useless to take up new matter without having these principles under your control.

From those from whom I have received specimens, I judge all have the inspired ambition to become good penmen, but as yet some are not using the properly directed effort that will bring about the desired result within a limited space of time. You are getting over enough paper, but it seems you have not the faculty of knitting your work closely enough together in order to be benefited in writing the eight or ten pages required. More mental and physical force, with constant repetition and well directed purpose, is what will count in the end.

What reward will a man reap by planting a few scattering hills of corn in a hundred acres of poor soil? Where can you be benefited by scattering a few undirected efforts over a hundred sheets of poor paper?

Plate Number Eight.

This represents three lines of page practice work written by Mr. Apple, a student, after six weeks' practice. Notice the dash and grace he already has to his work. Make note of how he managed to get so many stems on a line, and write on every line. Can you not write eight or ten pages of each of these stems given in the March number and all the copies hereafter in the same manner? By so doing I believe you will be greatly benefited and well rewarded for the time spent.

Plate Number Nine.

Your skill in ornamental writing will depend largely upon your ability to get harmony, symmetry, gracefulness of line, and to place the shade correctly.

In this plate you will see I have illustrated three ovals and three dashes, representing the locations of the ovals and widest part of the shades as they will appear in the capital letters to follow.

The first oval in the illustration should be known as flat oval, first position, as it will always appear above the base line.

The second should be known as the oval on main slant.

The third is one that should be equally divided by the base line, and known as flat oval, third position.

The shades of the capital letters are represented in three positions, which I have designated by the dashes. The top one should be known as first position, as it will always appear *high* above the base line. The next should be known as the second position, as it will always appear *on* the base line. The lower should be known as third position, as it will always appear *below* the base line.

Now as all of the capitals contain at least one shade, and from one to three ovals, let us see how this will bring to bear upon the analyzing and memorizing the correct form of the letters. Notice, for instance, the *C*, *W* stem,

PLATE 8.

BY MR. APPLE, PUPIL OF F. B. MOORE, AFTER SIX WEEKS' PRACTICE.
(SEE ACCOMPANYING LESSON IN ORNAMENTAL WRITING BY MR. MOORE.)

PLATE 9.

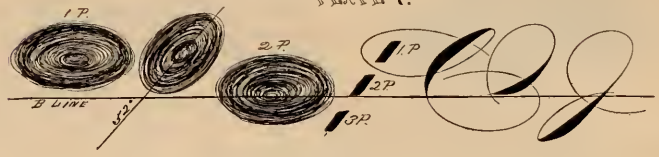
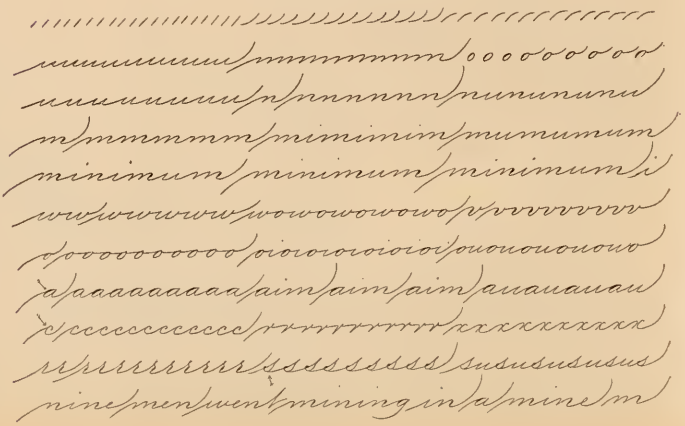


PLATE 10

PLATE 11.



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

and *J* that are given. For the analysis of the *C*, you find first a flat oval first position, a high shade first position, and a flat oval second position. In the *W* stem, you find oval main slant and shade on base line, or second position. In the *J*, you find oval main slant and shade below the base line, or third position. Believing that I have made these suggestions plain, I desire that you retain them in your memory, and concentrate your mind upon these principles from time to time when practicing the capitals, as a poorly made oval and a misplaced shade will oftentimes destroy the pleasing effect of a neatly written page.

Plate Number Ten.

If you think you have done justice to each copy up to the present time, try your hand on the capital letters. Your plan for practice on each should be to take them up one at a time. The capital letter *A*, for example, should be analyzed first by the method previously suggested. Have at least ten letters to a line, write on every line, fill every page, and write at least six pages.

After you have followed the instructions thus far, try your hand joining them together as shown in the last part of the line. This will give you excellent practice in developing grace, dash and movement.

The other letters should be practiced in the same manner. Remember to stay with one thing at a time and learn to do it well. Shade heavily and criticise often.

A good plan would be to place a piece of tissue paper over the copy, trace the form of letter with a lead pencil, place it over the letters you have made, and see where it should be changed. Notice in particular where the shades begin and end. This will lead you to see your errors and to impress upon your mind the correct form of the lettera.

Plate Number Eleven.

The purpose of this plate is to give a few copies in a very brief form, to aid you in improving your minimum letters. Study each letter carefully, make them with a rapid but firm muscular movement. If you have trouble in gaining freedom, and your work looks stiff, remedy that by having long spacing between letters, and by ending each group with a long curved stroke. Take care to have your work uniform in height, slant, and to keep it about the same size as copy. Shade *a*, *o*, *c*, *m*, *n* and *r* just a little, as in illustration. Work on each group separately by having eight letters in a group, five or six groups to a line, and four lines between the ruled lines. Write not less than three or four pages of each, using the utmost precaution to avoid angular turns.

Remarks.

I am happy to say the response to my call for specimens and practice work is far beyond my expectations. Up to the present time I have heard from coast to coast and from nearly every part of the country. Keep coming. It's a glow of inspiration to hear from so many interested in this art. I regret I cannot answer your questions personally, but as that is impossible, will do all I can for you through the columns of THE JOURNAL.

Criticisms.

J. M. W., Mass.; A. M. U., Ky.; H. A. D., N. J.; G. I. F., Conn.; A. S. W., Cal.—Your work has the swing, dash and merit that will win success. Your greatest difficulty is with the shaded ovals. Take up a systematic method of practice, and send me at least four pages of solid practice work each month.

D. B. L., Pa.; M. J. C., Pa.; H. G. G., Phil.; F. J. S., Vt.; Harrison, Mass.; Mabel, Mo.; Frank, Mass.—You are the possessors of good movement, and have the ability to become good penmen, if you persevere and follow the instructions precisely as given. These you do not seem to study closely enough, and your efforts are too scattered. Stay with each copy until it can be made well. The mastery of any art is the mastery of its principles first. Apply yourselves to this work properly, and see what you are able to do.

Casper, Ill.; S. L. D., Dayton; C. M. O. B., Buffalo; J. G. R., Minn.; Mabel, Pa.—Your work looks rather stiff; caused by lack of confidence and too slow movement. Use Gillott's Principality pens, and first class foolscap paper, and give more attention to form, working faithfully on movement drills.

I ask all to keep your work more compact, and of the stems given in the March number have not less than fifteen to every line. Send me several pages of your best work each month, never forgetting to send a few pages of your heavily shaded ovals.

Both space and time forbid me offering criticism on each student's work, but will answer more in the next issue. However, all who are not specified herein will please investigate and see if any of these suggestions are applicable to you.

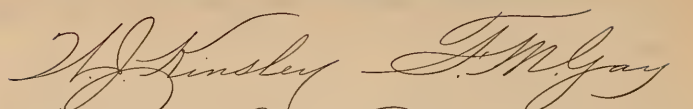
To those asking for scrap-book specimens, flourishes, cards, etc., will say that at my leisure I will be glad to favor you in this way, provided you inclose me twenty-five cents for time spent, material, postage, etc.

Let your practice pages continue to come, and I will insure them a hearty welcome.

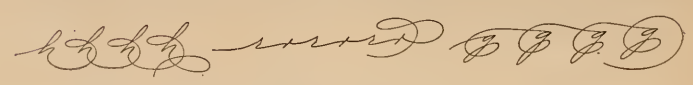
A Good Handwriting, What It Is and How To Get It. A Symposium.

The interest in THE JOURNAL'S good handwriting symposium remains unabated. THE JOURNAL believes that it is better to use its space to give expression to the views of hundreds of writers and teachers than to merely use the same space to allow some one or two or three contributors or its Editors to exploit their opinions at great length. In the multitude of councilors there is wisdom. These are the questions that drew forth the following answers:

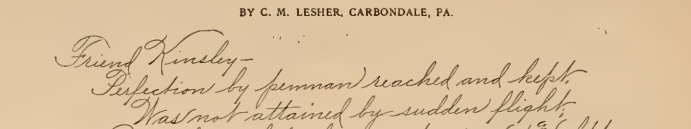
Business Writing Teachers' Open Court.



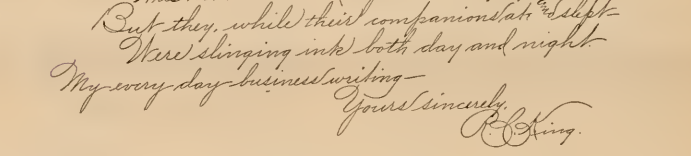
BY E. L. BROWN, ROCKLAND, ME.

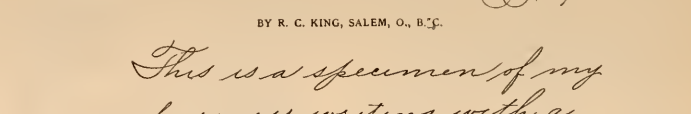


BY C. M. LESHER, CARBONDALE, PA.

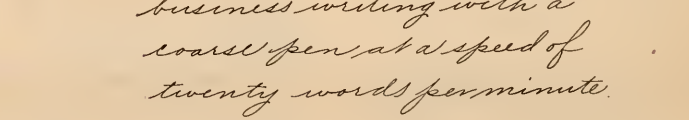


BY R. C. KING, SALEM, O., B. C.





BY I. H. CAROTHERS, ELLIOTT'S B. C., BURLINGTON, IOWA.



BY E. D. PENNELL, MINNEAPOLIS, MINN., NOR. AND BUS. INST.

1. (*a*) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)

(*b*) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position*, *speed*, *movement*, etc.)

2. Give your definition of muscular or forearm movement.

3. Name and give reasons for the best position of:

(*a*) Body.

(*b*) Hand and pen.

4. Name the best movement and give your reasons.

Respectfully,

PENMAN'S ART JOURNAL.

Miller Explains Why.

1. (*a*) A good handwriting has three essential elements—viz., legibility, rapidity and simplicity.

(*b*) The essential points to be kept before the student in teaching writing are: Enthusiasm, confidence, position regarding the body, pen and paper and uniformity of slant and spacing.

2. Muscular or forearm movement in writing is the action in which the motion is produced by the muscles of the forearm while resting on the desk just in front of the elbow.

3. (*a*) The front position is the best and most natural. The body should be erect and slightly inclined forward, with the feet flat on the floor and the arm resting on the desk.

(*b*) The pen should be held between the thumb and forefinger, and pass near the root of the nail of the second finger, and the thumb should be considerably curved. The point of the pen should be about one and a fourth inches from the end of the forefinger. The wrist must be free from the desk and almost flat, with the third and fourth fingers well turned under, so that the hand may glide on the nails of the third and fourth fingers.

4. The best movement for business writing is a free, easy, muscular movement. It should be taught from the beginning, as it gives strength to the muscles, ease of execution, capability of a higher rate of speed, uniformity of work, and, last but not least, confidence to the writer.

H. S. MILLER,

Queen City Bus. Coll., Hastings, Neb.

Penmanship and Drawing For Public and Graded Schools.

Public School Writing Contest.

Supervisors and special teachers of writing in the public schools of the United States and Canada should keep in mind THE JOURNAL'S public school writing contest, which closes May 10th. Chandler H. Pierce, supervisor of writing, Evansville, Ind. public schools, will be judge, and to him all specimens should be sent. See page 48 of the March number of THE JOURNAL for full particulars about this contest.

Small schools have just as good an opportunity as large ones and we hope that hundreds of supervisors will enter the work of their pupils.

WESTERN DRAWING TEACHERS' ASSOCIATION.

Fourth Annual Meeting to be held in St. Louis, April 21, 22 and 23, 1897.

The following are a few of the names that will appear on the programme.

"Art in Its Relation to Social Well Being." Carroll D. Wright, Labor Commissioner, Washington, D. C.

Discussion of same. D. K. Augsburg, Salt Lake City, Utah. Clara A. Wilson, Davenport, Iowa.

"Points to be Considered in Planning a Course in Art Instruction for Public Schools." James Frederick Hopkins, Director of Drawing, Boston, Mass.

"How to Increase the Attractiveness and Educative Power of the Pupils School Environment." William Ordway Partridge, Boston, Mass.

"Democratic Art." Oscar Lovell Triggs, Professor of Esthetics, Chicago, Ill.

"Art in Its Relation to Education." James L. Hughes, Toronto, Canada.

Discussion of same. Miss N. Cropsey, Assistant Superintendent of Schools, Indianapolis, Ind. Mrs. Alice W. Cooley, Assistant Superinendent of Schools, Minneapolis, Minn.

"Art in Its Relation to Industrial Problems." F. B. Brownell, St. Louis, Mo.

"Drawing as a Means of Expression in Art and as a Means of Graphic Expression in Other Studies." Lucy Fitch Perkins, Chicago, Ill.

"Exact Drawing as an Element in Secondary Education." C. A. Woodward, Director of Manual Training School, St. Louis, Mo.

Discussion? Wm. C Skinner, Manual Training, Toledo, Ohio

April 21, Wednesday, at 8 p. m. Celebration of the one hundred and fifteenth anniversary of Froebel's birthday. A joint meeting of the International Kindergarten Union and the Western Drawing Teachers' Association.

Date of Meeting.

The fourth annual meeting of the Western Drawing Teachers' Association will be held at St. Louis, in the Auditorium of the New High School, Wednesday, Thursday and Friday, April 21, 22 and 23, 1897. This meeting promises to be one of the most important educational conferences of the year.

Railroads and Hotels.

From advices already received, we are justified in making the announcement that tickets may be purchased on the certificate plan, entitling holder to return for one-third fare.

BONNIE SNOW, President.
FRANCES E. RANSOM, Secretary.

The Return of the Pendulum—Intermedial Penmanship.

Nature always resents infringements of her laws. The largest measure of success attends all operations performed in harmony with those laws.

Misfortune and failure will follow, sooner or later, operations performed in defiance of natural laws.

There is a natural law governing the movements of the arms, etc. It is unnatural to walk backward. It is unnatural to write without pivotal action of the forearm.

A large number of children in the United States are being taught to write in an unnatural way. It is a revolt against nature and will not permanently endure. Signs are already multiplying which prove that the pendulum has already started on its backward swing to a normal position, and that natural methods will resume sway in teaching children to write.

Visit the counting houses, the insurance offices and business offices of the country to-day and 90 per cent. of the writers will be found writing with pivotal action of the arm, and their writing slanted somewhat, the great majority writing on a slant between 70 and 80 degrees. Shall the future accountants now in the public schools be taught to write as we find the great majority of accountants now writing, or as the very few now write?

Intermedial script is written by the great majority because it is the natural way to write; it is done in obedience to the natural law or science of dynamics.

The writer of this article has taught thousands of children to write, his work extending over a period of several years.

Believing that a departure from the arbitrary slant of 52 degrees will be the ultimate outcome of the agitation begun a few years ago, he began some months ago teaching round hand letters without shade. The results have been most satisfactory. Copies were written on the blackboard on intermedial slant, full round turns being given to the letters, and short capitals and loops. The matter of slant is not mentioned, it regulates itself.

Pupils sit squarely in front of the desk with the paper edge kept parallel to the front edge of the desk and write intermedial slant naturally. The position of the body and arm to the paper (held as described) determines the slant.

Among hundreds of pupils taught, not one has been found writing a vertical style, but between 70 and 75 degrees slant.

The only point emphasized is fullness of turns.

This feature is what brings legibility; this is all that is necessary to solve the problem of getting legible writing.

The writing is done by swinging and not by dragging the hand along. Teach children to write with legibility the only object and the result is one-sided culture. They should be fitted to compete with rapid writers when they go out into the world.

This involves muscular action of the arm, pivotal movement from the elbow. They must be taught the correct way to write, and not for legibility's sake solely.

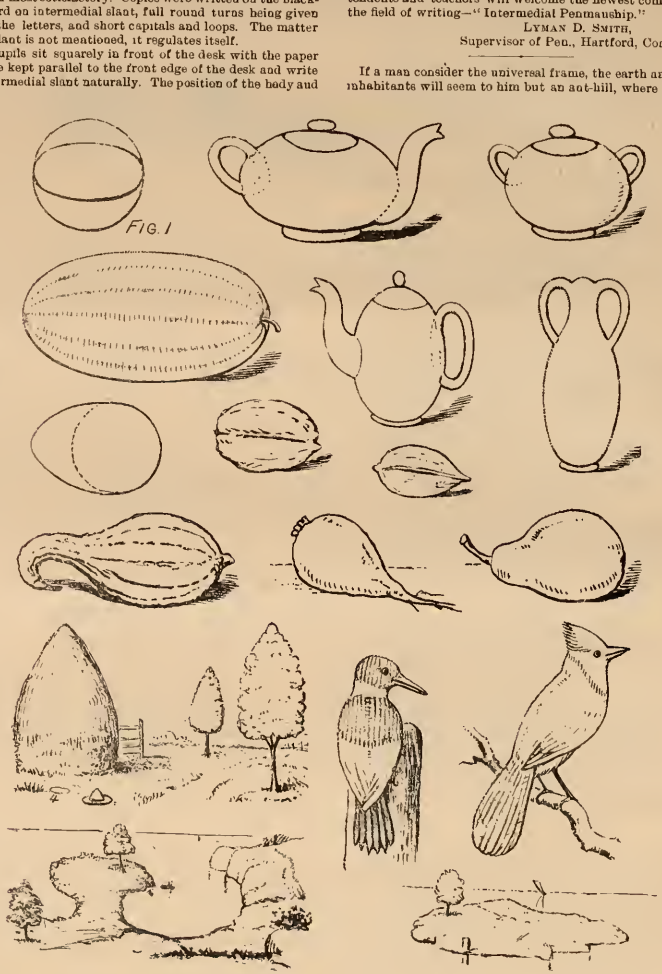
Intermedial penmanship is the rational solution of the writing problem in public schools.

In the business world there is no warfare about the slant of writing. Almost to a man, more or less slant is found.

Teach round hand, unshaded script with proper position of body and paper, the slant will regulate itself at from 70 to 80 degrees. A large portion of the superintendents and teachers will welcome the newest comer in the field of writing—"Intermedial Penmanship."

LYMAN D. SMITH,
Supervisor of Pen., Hartford, Conn.

If a man consider the universal frame, the earth and its inhabitants will seem to him but an ant-hill, where some carry grain, some their young, some go empty, and all march but upon a little heap of dust.—*Bacon.*



BY A. C. WEBB, ILLUSTRATING HIS ACCOMPANYING LESSON IN DRAWING. (SEE PAGE 69.)

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

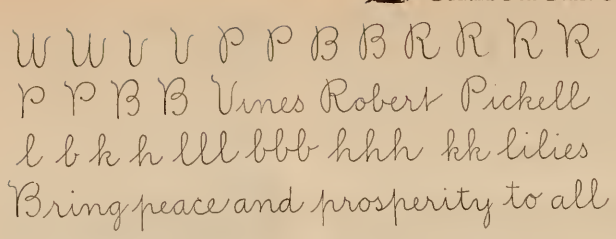
(These lessons began in the January, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

No. 4.

Planning Grade Work.

In this and the following articles suggestions for carrying on the work in the different grades will be given in addition to the regular lessons.

To determine how beginners should be taught; how and when to introduce muscular movement; what materials to use in different grades, are often more difficult



BY HARRY HOUSTON, ACCOMPANYING HIS LESSON IN VERTICAL WRITING.

than the acquiring of a good handwrting. Skilful penmen sometimes fail when teaching in the public schools on account of their inability to plan the work.

The First Grade.

In planning the work for the first or lowest grade, we should select a method that will exact of the pupils a minimum amount of nervous energy and, at the same time, interest them in their work, and teach them to write. It is believed that blackboard writing complies nearer with the foregoing, and presents advantages over pen or pencil writing in teaching a class of beginners. The larger muscles of the arm and shoulder will be used, while with pen or pencil the finer muscles, which they have not been using so much, are brought into action. These muscles are not so well developed and consequently tire easily. This accounts quite largely for the cramped position of hand so common among young children. If possible, have children do nearly all their writing on blackboard the first half of the year and the major part the latter half.

In most schools children begin with straight lines, right and left curves or letters. In many places quite a number of months elapse before they have had enough lettere so words could be given. Where such a course is pursued, however, children often learn to write words and sentences by imitating the teacher's writing.

The Word Method.

In some schools the word method of teaching writing is being used and it is this one we wish to present. It will be in accord with the best methods of teaching reading, as we long ago substituted the word for the alphabet method in that subject. Words mean something to the child, but letters and principles do not. In most first grades, the pupils are required to write words and sentences in connection with the reading and the word method in writing prepares them for it. Letters in a word are somewhat different from isolated ones, and the difficulty pupils have in writing words after the separate letters have been learned has often been noticed.

Memory Writing.

In giving the writing lessou, select some simple word from reading lessou and ask pupils to look while the teacher writes it on blackboard. Erase and repeat a few times. Have them point to it and trace it in air; pretend to make with finger on desk, and in other ways impress the word, as a whole, on the child's mind. After this preparation, erase the word and ask pupils to hurry to blackboard and write it. We say hurry, or something to that effect, to counteract fear or hesitancy that would prevent them from transferring to the board the image we tried to impress on their minds. As the first attempt is not likely to be successful, repeat the process several times. Pupils will soon learn to watch closely and get all they can before the word is erased. It will sharpen and strengthen their perceptive powers, and therefore will be beneficial to the other work.

The blackboard should not be ruled in any way, as it would certainly tend to confuse the child if he had to remember that one letter extended to this line and another to that one, and so on. It would prevent freedom, and if the child had a clear conception of the word he would be likely to lose it if he tried to make the letters fit in the spaces. With the spaced ruling and word on blackboard, pupils invariably write a letter or part of one, look at copy, write a little more, and in this way finally finish the word. Teachers who have tried the word method on unruled blackboard say that, much to their surprise, pupils learn to write a good plain hand and to write straight without practicing or knowing the separate letters.

Pencil and Paper Next.

After from three to five months of the above kind of work, pencil and paper may be gradually introduced. Use soft pencil and unglazed paper—light brown paper does very well. Paper should be ruled with single lines, or base line and head line. The latter half of the year the capitals should be studied separately, and also written in words and sentences. After paper has been introduced, the blackboard writing should be continued. It is a good plan when taking up new work to have the first lesson on blackboard.

Toward the latter part of the first year children are better prepared than at first to take up more of the details; hence the base line is introduced. A more critical study of the forms may be made, but it is not thought best or necessary to practice all of the small letters separately, as they are not so used. In writing a word, if one letter is poorer than the others, practice it alone.

This Month's Lesson.

In the lesson this month the capitals *W* and *V* belong to the group given last month. Avoid making these letters too wide at the top and too narrow at the bottom. They are the same width a short distance from the top as they are the same distance from the bottom. Two different styles of the other capitals are given. In the first style the turn at lower part can be made with same speed as the other part of letter, but in second style we must hesitate, if not stop, at lower part. Notice in *B* the loop in middle is in horizontal position, but in *R* is in oblique position. The loop and capital letters look best when only two or two and a half times the height of small letters.

Letter Spacing.

The space between the letters is produced partly by the turn at the base line, which joins most of the letters, and partly by the slant of upward strokes. Last month we gave illustration of the mistake that is sometimes made by making the space between letters depend entirely on slant of upward strokes. This month we would caution you against going to opposite extreme by making the space between the letters depend entirely on width of turn between letters. This would be as bad or worse than the first, as will be shown next month.

LESSONS IN DRAWING.

BY A. C. WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN. ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

(These lessons began in the January, 1897, number of THE JOURNAL and subscriptions may start with that number if desired.)

Number 4.

Drawing in Intermediate Grades.

In the last JOURNAL we discussed the sphere, cube and cylinder. These three solids afford ample material for a year's work. Following their study as wholes, each may be divided into two equal parts and studied as half sphere, half cube and half cylinder. While the drawing of these divided type forms involves no new principle, they combine in one picture kinds of lines which were

BY A. C. WEBB, ILLUSTRATING HIS ACCOMPANYING LESSON IN DRAWING.

before separated. To illustrate, the flat surface of a half sphere corresponds to the end of a cylinder, and the flat surface of a half cylinder resembles one face of a cube. As a great many manufactured articles are based upon these divided solids they give an excellent opportunity for practice in the fundamental principles of drawing. In upper part of Plate 1 are suggested a few outlines of such objects. The observing teacher will find many others about the home which will make excellent subjects for drawing.

Modifications of the Sphere.

These are the most pleasing of all solids to both the sight and touch, and by combining the curves found in their outlines the most beautiful figures in decoration are produced. The first of these solids to be studied should be the ellipsoid. Its relation to the sphere can be very effectually shown by making in clay a sphere about 2 inches in diameter, placing it in the palm of the hand and squeezing it gently with the fingers until you feel the clay move under the pressure. By turning it slightly forward or backward between squeezes you will soon have changed the sphere to an ellipsoid. The relation of the two forms can be shown on the blackboard by drawing the outline of the sphere and flattening opposite sides by drawing the lines of less curvature inside the circle, as shown in Fig. 1, Plate 2. The ovoid, another modification, can be made by squeezing the clay sphere above the center with the thumb and first two fingers, only turning the solid occasionally in the palm of the hand. On the board it may be represented by drawing the circle and adding to one side only, as shown in Fig. 2, Plate 2.

Under these two solids are grouped a large percentage of fruits and vegetable forms, which should be studied from the object whenever possible. China, silver and glassware are frequently based on these solids, and when children are taught to recognize these forms in the various objects the matter of drawing them becomes comparatively easy. A few such objects are suggested on accompanying plate.

The Cone.

This solid is a modification of the cylinder. It is simply a cylinder whittled down to a point. The flat base, corresponding as it does with the end of a cylinder, should be drawn in the same manner. In drawing objects shaped like the frustum of a cone, the complete outline of the cone may be drawn and such a part of the larger end may be cut off as is necessary to correctly represent the form, or the object may be treated as a cylinder, care being taken not to get the lines connecting opposite ends too slanting. The tendency of children in drawing is either to ignore or exaggerate. A slight change in direction of outline may be entirely overlooked, but if observed, the chances are that the variations will be too great. This may account for the excellent caricatures a class of children will make when they attempt in all seriousness to do full justice to the features of their teacher. If you will pose as I have done for a class of fourth or fifth year children who have had previous training in drawing and will examine the results of their efforts, laying aside all feelings of self congratulation on your personal appearance you will note the marked resemblance of the pupil's work to that which appears in the humorous illustrated papers.

Arrangement of Drawings on Page.

Drawings should be arranged on a page in a pleasing manner. This matter should in primary and intermediate grades be in the hands of the teacher. On a page 7 x 9 inches, four drawings of objects similar to the half apple could be placed by dividing the page through the center with a vertical and a horizontal line and placing a picture near the center of each fourth of the page. Tall figures, such as vases, should occupy a half page, and groups of objects should fill the greater portion of a page.

Kinds of Lines.

The general form of objects should first be sketched in very light lines, in order that any necessary correction of outline can be made without destroying the surface of the paper. To get these light lines the pencil should be held at least 2 inches from the point. If this rule is strictly adhered to but little trouble will be experienced in regard to heavy lines. The boy who gets the hard black outline on one page and embossed copies of it on three or four following pages is the one who gets a death grip on his pencil about a ¼ inch from the point.

In finishing the drawing the surface of the object represented should determine the character of lines. Rough surfaces, such as the bark of an oak tree, should be represented with rough, strong, irregular lines, smooth surfaces with smooth even lines and drawings of light, airy substances such as laces, clouds and feathers should be represented by lines corresponding in character to the objects represented.

What Leading Illinois Educators Think of Vertical Writing.

At this time when city and county superintendents and teachers generally are considering whether *vertical* or *slanting* should be taught in their schools, the following summary of opinions may be of general interest.

To assist in determining whether or not Vertical Writing should be put into the Illinois State Course of Study, Elmer W. Cavins prepared some questions which Superintendent Inglis printed and sent to a number of city and county superintendents and other educators of the State, asking their opinions. The questions submitted in the communication and the summary of answers received are as follows :

1. *Should the State Course of Study provide for Vertical Writing or Slanting, or both?*

For Vertical	51
For Slanting	8
For both	39
For but one—not stating which	4
"It should simply provide for *writing*"	1
"Immaterial which"	1
"Wouldn't have any State Course"	1
Not voting on this question	10—115

2. Compare the advantages of Vertical Writing over the Slanting as claimed by its advocates.

(*a*) *Is it more legible?*

Yes	100
No	7
Not voting	8—115

(*b*) *Does it take less space?*

Yes	81
No	24
Paper is cheap	5
Takes more	2
Not voting	3—115

(*c*) *Can it be more rapidly written?*

Yes	29
With equal rapidity	11
Not so rapidly	48
Doubtful	14
Not voting	13—115

(*d*) *Has it hygienic advantages?*

Yes	74
No	21
It has disadvantages	1
Not voting	19—115

(*e*) *Is it more simple?*

Yes	96
No	11
Not voting	8—115

(*f*) *Is the position for writing it more natural?*

Yes	76
No	22
Not voting	17—115

(*g*) *Is the standard, vertical, more easily explained, understood, and followed than main slant 52°?*

Yes	87
No	12
Not voting	16—115

3. *What per cent. of your teachers teach Vertical Writing and how do they succeed?*

Of the 98 who answered this question,

42 say 100 per cent.
11 say from 50 to 100 per cent.
35 say from 5 to 50 per cent.
10 say none.

As to how they succeed : Of the 88 whose teachers teach it,

58 report "good success."
7 of these specify "better than with slant."
5 say "fairly well."
6 say "just beginning."
1 "As in other subjects, from miserably to splendidly."
1 "Some well, some ill."
1 "Have a few fine writers who stick to the old way."
16 gave no information on this point.

Significant information on the subject, resting on the reports of the city superintendents, is that in the following cities of the State, Vertical Writing is taught by *all* of the teachers in the grades below the high school : Chicago, Joliet, Kankakee, Bloomington, Decatur, Springfield, Quincy, Galesburg, Moline, Rockford, Streator, East St. Louis, Paris, Centralia, Cairo. It should not be inferred from this that these are the only cities of the State in which it is taught. There are doubtless hundreds of others. These are mentioned on account of their size and because we have authentic information concerning them.

In addition to the questions on Vertical Writing, opinions were asked for on other fundamental questions in penmanship.

4. Considering these facts :
   (1) That muscular movement is the foundation of the best work in writing.
   (2) That only a minority of teachers can use it, and a less number can teach it successfully, *should this movement be made the basis of the work in the course of study?*

In favor of muscular movement	74
In favor of finger	30
Not voting	11—115

On this, one of the most important questions considered, the vote is greatly in favor of muscular movement—a plurality of 44. Some, however, greatly underestimate the amount of work necessary to qualify to teach it successfully. One says : "Teachers can learn it at county institutes." Another : "A teacher can teach it without being able to use it herself."

From the positive statements on a few of the reports it is evident that this movement is violently opposed by some.

"Not one business man in 500 uses muscular movement. It is for experts only. Knock it, or attempts at it, out."

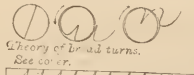
"Good theory, but doesn't work out."

"I do not think it wise to pay much attention to muscular movement in the public schools. Not nearly all those who write for a living use it. Probably not 10 per cent. of our pupils will ever be business penmen. The 90 per cent. will write an occasional letter. They will not use the muscular movement, even if taught in school. Get as much freedom in connection with good form as you can and give the main thought to legibility."—*School News and Practical Educator.*

The First Metallic Pens.

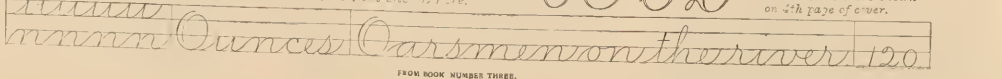
In 1750 Arnoux, a French mechanic, made metallic pens ; an American jeweler made a steel pen for himself about 1808. James Perry, an Englishman, obtained a patent for steel pens in 1830, and he is probably the inventor of the modern steel pen. The quill pen began to disappear soon afterward. Patents were issued to Joseph Gillott in 1831 ; to Sir Josiah Mason and John Mitchell soon afterward.

FROM PRIMER.



Make full, round turns and your writing will be plain as print. Keep the page on which you are writing exactly in front of you and the slant will be like that shown here.

Practice these forms on loose paper or a movement pad before writing the capitals in the book. Counts are shown on 4th page of cover.



FROM BOOK NUMBER THREE.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, APRIL, 1897.

NEWS EDITION.

MIRROR OF THE PROFESSION — NEWS, VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— Among recent visitors at THE JOURNAL office were: S. D. Gutchess, Port Byron, N. Y.; Langdon S. Thompson, Director of Drawing, Jersey City, N. J.; E. M. Barber, Packard's B. C., New York; J. M. Reaser, Dover, N. J., B. C.; Rev. E. S. Phelps, prin., Plainfield, N. J. B. C.; Benj. F. Kelly, New York; E. H. Morse, Hartford, Conn., B. C.; M. H. Fox, Brooklyn, N. Y.; F. H. Ruscoe, Coll. of Conn., N. Y.; C. B. Hall, Spencerian B. C., Yonkers, N. Y.; R. M. Wade, Plainfield, N. J., B. C.; J. G. Levin, Waterbury, Conn.; R. A. Kells, N. Y., B. C.; Miss Milspaugh, New York; L. C. McCann, Mahanoy, Pa.; Miss Anna Stutt, Davenport, Ia.; O. M. Powers, Metropolitan B. C., Chicago; J. L. Howard, Supervisor of Writing, Malden, Mass.

— Among the new schools are the following: Bliss B. C., Biddeford, Me., Bliss & Bliss, Props.——Mauch Chunk, Pa., B. C., J. W. Quinlan, Prin. and teacher of shorthand; W. G. Magee, teacher of penmanship and commercial branches.——Standard C. C., 6th & Olive Sts., St. Louis, Mo.——Nevada, Mo., C. C. T. A. Brooks, Pres.——Cannellsville, Pa., B. C., Geo. N. Butcher, Mgr.; A. T. Anderson, Prin.——St. Paul Normal and Industrial Sch., Lawrenceville, Va., Rev. Jas. S. Russell, Prin.; Miss Alice M. Howard, teacher of pen.——Bacheldor's B. C., 906 Capitol St., Richmond, Va., Rev. J. M. Bacheldor, A.M., Propr. and Prin.——Coll. of St. Aimé, Quebec, Can., Bro. Anastase, C. S. C., teacher of pen.——Woonsocket, R. I., B. U., Wilson & Williams, Props.; C. E. Williams, Prin.; C. W. Jones, penman.——School of Short. and Typewriting, 308 Gates Ave., Brooklyn, N. Y., W. P. Charles, Prin.——Hudson River Inst., Claverack, N. Y., Jno. M. Edwards, teacher of pen.——Ecole St. Joseph, 322 Richmond St., Montreal, Can; F. Mathias, penman.

— The Clark B. C., Chester, Pa., has changed hands, and is now owned by G. E. Fowler and R. E. Moyer. The name has been changed to Chester C. C.——M. S. King and M. M. Link have purchased the Shamokin, Pa., B. C., and will conduct the institution hereafter. Messrs. King & Link are experienced and competent business college men, and will doubtless give Shamokin a good school.——N. J. Harris has purchased the business colleges at Jackson and Meridian, Miss., and now has a monopoly of business schools in that State. The institutions are known as Harris B. C.——H. D. Vories, ex-State Supt., has purchased the Spencerian B. C., Indianapolis, Ind. E. B. Admire remains in connection with the school.——St. Joseph's Orphan Asylum, 3d St., Erie, Pa., is making a specialty of penmanship this year.

— In the Birmingham, Ala., *Herald* of a late date, we find an interesting interview with A. W. Orton, Sec'y and Prin. of the shorthand dept. of Massy's B. C. of that city. Mr. Orton reports a large enrollment and a successful year.

— We are in receipt of a very neatly printed invitation to the graduating exercises of the commercial class of the Shenandoah, Ia., Com'l Inst., the com'l dept. of the Western Nor. Coll. W. G. Bishop is prin. of the com'l dept., and he graduated a large class this year.

— On March 5 a tornado which passed over the city of Huntington, W. Va., destroyed the high gable on the south end of the Marshall College building and caused a panic among the students. Many pupils fainted and had to be carried from the building. Fortunately the gable fell outward, or the stone and brick might have killed a hundred persons in the recitation room just beneath.

— A souvenir of the second anniversary of Wilson's Modern B. C., Seattle, Wash., is quite a tasty little document. The school has grown and prospered and is experiencing a successful year.

— In a late letter received from W. L. Dick, Prin. penmanship dept., Pierceton, Ind., Normal Sch. and supervisor of penmanship in public schools, he says: "Some few years ago I thought THE JOURNAL had attained its highest degree of perfection—but there seems to be nothing under the sun that is impossible in this day and age of the world, so I own that I was mistaken. Let the good work go on."

— We received invitation to and programme of the annual exercises of the Lincoln, Neb., B. C., which occurred Feb. 26, 37 students were graduated. Messrs. Stephens and Wilson are to be congratulated on the showing made.

— In a letter accompanying a list of 48 subscriptions to THE JOURNAL, F. O. Gardiner of the Stockton, Cal., B. C., writes as follows: "THE JOURNAL is in the lead on all matters pertaining to calligraphy. School is coming up, and we hope for prosperity."

— Jas. T. Martyn is Prin., L. B. Sanders, teacher of penmanship and commercial branches, W. M. Fenner, teacher of commercial branches and J. J. Martyn, Miss E. M. Jondreau and Miss Ethel Fowler, teachers of shorthand in the Syracuse, N. Y., C. C.

— F. W. Bowles, penman of the New International B. C., Bay City, Mich., in a letter accompanying a list of 80 subscriptions to THE JOURNAL, writes: "I am very much pleased with THE JOURNAL, and wish my name to be placed on the permanent list. I consider that it is worth many times the price of subscription to any person who is interested in penmanship. I take good care of my JOURNALS for the year, and have them bound nicely, and I have no books that I prize higher than these. I hope '97 will be the banner year for THE PENMAN'S ART JOURNAL, and it justly deserves it."

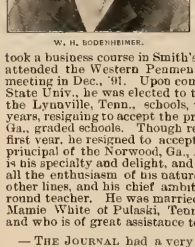
— In the *College Exponent*, published by the Stockton, Cal., B. C., we find an excellent article on business penmanship written by F. O. Gardiner, penman of the institution. Among other things he says: "The penman who requires any particular slant of his pupils surely falls short of his aim for he thus obviates individuality, which is one of the beauties of any hand writing. No two persons write exactly alike, and individuality should be encouraged in the building and crystallizing of a good handwriting.

— F. J. Heacock, penman of the Butler, Pa., B. C., writes: "Your paper has so many good things in it that students and teachers have a treat when each new number comes and it furnishes a source of inspiration from one month to the next. The Butler B. C. has increased in attendance, and is prospering despite the hard times."

— A. J. Cadman, prin. of the Owosso, Mich., B. C., in sending a list of subscribers, writes: "We feel financial depression more than at any time the past four years. It is difficult to sell anything at any price. You certainly cannot afford to sell your JOURNAL for the price put upon it. It is a wonderful production is every respect, and the educators should rally round it. It is conducted upon a manly and honorable basis. May it long live and prosper."

— THE JOURNAL could fill each issue with commendations received from school principals and teachers, but it is compelled to forego that pleasure because of the many pressing demands on its space. We cannot refrain from quoting a few words received in a late letter from Le Doit E. Kimball, prin. Lowell, Mass., C. C. He writes: "I have taken THE JOURNAL for the past twenty years, have every number on file, and would not be without it at even four times its subscription price. Every club that I have gotten up, I have told my pupils that if they were not perfectly satisfied with the paper at the end of the year, if they would make the fact known to me I would refund the money. I have never had an opportunity to return any money. I think this speaks volumes for the paper."

— W. H. Bodenheimer is a native of Giles Co., Tenn., and is now in his 31st year. He received the usual country boy's training, and his first inspiration in penmanship came from a compendium at the age of 13. He followed this up by studying other compendiums. At the age of 16 he accepted a position as teacher of penmanship in an academy near his home. While in that position he became a subscriber to THE JOURNAL, and since it has been his constant companion ever since and his chief source of inspiration. After teaching two years in public schools he took a course in the Kentucky University and graduated with the degree A.B. The summer of '91 he took a business course in Smith's C. C., Lexington, Ky. He attended the Western Penmen's Association, Louisville meeting in Dec., '91. Upon completing his course in the State Univ., he was elected to the principalship of the Lynnville, Tenn., schools, where he remained two years, resigning to accept the principalship of the Duluth, Ga., graded schools. Though re-elected at the end of his first year, he resigned to accept his present position as principal of the Norwood, Ga., Inst. While penmanship is his specialty and delight, and while he teaches it with all the enthusiasm of his nature, his principal work is in other lines, and his chief ambition is to become an all-round teacher. He was married in Dec. 22, 1892, to Miss Mamie White of Pulaski, Tenn., who is also a teacher, and who is of great assistance to him.



W. H. BODENHEIMER.

— THE JOURNAL had a very pleasant call lately from O. M. Powers, the genial proprietor of the Metropolitan Business College, Chicago, and the well-known commercial text-book publisher. Mr. Powers was on his return trip to Chicago after a three months' sojourn in Mexico, Central America and Cuba. He reports a glorious time and carried a tan that gave evidence that the tropical sun had a good chance at him. Many years of close application to business compelled him to take a rest and this trip was the result. He returned to his duties greatly invigorated. Mr. Powers's friends in the profession are legion and they will be glad to learn of his safe return from so enjoyable a trip.

Movements of the Teachers.

Clyde Jones, formerly of Wood's B. C., Girardville, Pa., is now at his home in Enterprise, Mo.——H. E. Byrne, formerly of Brunswick, Mo., is now prin. of the com'l dept., Paterson Inst., Hillsboro, Tex.——Miss M. E. Dunbar is superintendent of the com'l dept., Brooklyn, N. Y., Y. W. C. A.——O. A. Whitmer, late of So. Short. and B. U., Atlanta, Ga., has been compelled to stop teaching because of a severe attack of typhoid fever. He is now at his home in La Porte, Ind.——W. D. Gilpen, formerly teacher of pen. and com'l branches Wesleyan Coll., Salina, Kans., now is one of the Executive Committee of the Alliance Co-operative Ins. Co., Topeka, Kans., and is succeeded at the Wesleyan Coll. by L. H. Hausam.——J. Seyler, Basket, Pa., has been elected prin. of shorthand dept., Chambersburg, Pa., B. C.——W. L. Thomas, late of the San Antonio, Tex., B. C., is now at his home in Salina, Kans.——Geo. D. Harden is connected with Shaw B. C., Portland, Me.——E. L. McCain is teaching pen. in Fort Wayne, Ind., B. C.——A. M. Hootman, formerly of the Metropolitan B. C., Chicago, Ill., and well-known old-time com'l teacher, is now located in Union City, Ind.——T. J. Cathey, has resigned as teacher of pen. in Draughon's B. C., Texarkana, Tex., and is now itineratiog——J. P. Simon is sec'y and penman of Superior B. U., West Superior, Wis.——W. F. Gray has charge of the pen. dept. in the Monmouth, Ill., B. C.——Sr. M. Walker is teaching pen. in Blackwood, S. C.——Sr. M. Cordelia teaches pen. in Acad. Mt. St. Vincent on the Hudson, New York City.——W. J. Wade is prin. of com'l dept., and Miss Jessie M. Weber is prin. of the short. dept. of the Lehanon, Pa., B. C.——J. W. Titcomb is supervisor of pen. in the Hartford, Conn., B. C. He is a late addition to the faculty, the other teachers remain as before.——J. W. Kitching is prin. of Cowart's, Ala., School.——W. D. Kalbach is teaching pen., and book-keep. in Louisville, O.——D. M. Knauff for many years com'l teacher and penman is now located in Caln, O.——G. E. Snyder has resigned his position in Wood's B. C., Shenandoah, Pa., and his present address is 42 Elizabeth St. Rochester, N. Y.——F. W. O'Malley, late prin. of Williams' B. C., in Mahoney City and Mt. Carmel, Pa., has resigned, and is now at his home in Versailles, Ky.——D. Brower Longaker is prin. of the com'l dept., Cheltenham Acad., Ogontz Pa.——E. C. Page is teaching pen. in Inman, S. C.——O. J. Arness is teaching in the Minn. School of Bus. and the Y. M. C. A. Evening School, Minneapolis, Minn.——E. V. Chase is penman in the Empire B. C., Walla Walla, Wash.——G. A. Smock is connected with the Detroit, Mich., Coll. of Com.——M. C. Nickson is teaching in the Lancaster, O., B. C.——J. P. Laughner, late of Whitetown, Ind., has been elected position as teacher of music, pen. and draw. in the Lebanon Nor. School.——Miss Sampey is the new teacher in Meux's B. C., Pensacola, Fla.——G. B. Jones, the well-known penman and teacher, is now located at Faocher, N. Y.——F. H. Sanborn has charge of the pen. and com'l dept. at Oak Grove Sem., Vassalboro, Me.——Jas. B. D'Arnitt, Huntington, Ind., Arthur Huyette, Bristol, Ind., are two new teachers in the Huntington, Ind., B. U.——F. M. Davis, formerly of Kenosha, Wis., now receives his mail at Stockton, Minn.——Lilly Brown is the teacher of shorthand in the Alliance, O., B. C.——Miss Dorothy Marlow is teacher of shorthand in the Haverhill, Mass., B. C.——Miss Leila Pennington is teacher of shorthand in the Rome, Ga., B. C.——A. S. Fries, formerly of Elliott's B. C., Burlington, Ia., is now teaching in the Shaw B. C., North Adams, Mass.——Samuel E. Large and B. D. Dobbins are teachers of shorthand in the Stewart B. C., Trenton, N. J.——Miss Alta Hayes is teacher of short. and Frank Titus teacher of pen. and com'l branches in the Du Bois, Pa., B. C.——A. M. Jones is teacher of pen., and com'l and short. branches in the Massey B. C., Birmingham, Ala.——Sadie E. Cramer is teacher of short. in the Pottstowo, Pa., B. C.——J. L. Boyle is teacher of short., D. M. Keefer teacher of pen. and com'l branches, Butcher B. C., Beaver Falls, Pa.——W. G. Cowver is teacher of pen. and short., J. E. McCowley teacher of draw. in Wood's B. C., Carbondale, Pa.——G. W. Kramer is teacher of pen., Thomas McHale, teacher of draw., M. E. Chorlesworth teacher of com'l branches in the Olyphant, Pa., B. C.——Miss A. Daisy Cushaw is teacher of short. in Wolf's B. C., Hagerstown, Md.——J. T. Davenport and Miss G. Warren are teachers of short., L. G. Tuttle, A. H. Ross, O. S. Pollock and Miss Gile teachers of com'l branches in Troy, N. Y., B. C.——Mrs. N. B. Biddleman teacher of short., and Miss Mary L. Farley of com'l dept. in Becker's B. C., Worcester, Mass.——Mrs. E. H. Legg is teacher of short. in English High School, and Miss Alice B. Richardson teacher of short. in the Evening High School, Worcester, Mass.——J. E. Leary assist. teacher of pen. and com'l branches, K. H. Delehanty teacher of draw., M. E. Hall, teacher of short. in the R. E. C. I. and B. C., Rutland, Vt.——Daniel Kauffman is prin., and J. Leadbetter teacher of pen., com'l and short. branches in the Nor. School and Bus. Inst., Central City, Mo.——A. S. Hull is prin., E. K. Pentz teacher of pen. and com'l branches, A. Lowman crayon portraiture, B. F. Hennessy short. in the Central Nor. Coll., Great Bend, Kans.——Miss Elizabeth W. Morse is teacher of pen. and draw., Charles H. Harris, and Mr. Jenkins com'l branches, Mr. McKinney teacher of short. in the Tuskegee, Ala., Nor. and Indus. Inst.——Miss Packard is teacher of pen., and Miss Upton of draw. in the Spelman Univ., Atlanta, Ga.——Miss Rosa Bradford is teacher of pen., and Mr. Webster of draw. in the Snow Hill, Ala., School.——O. L. Wakefield is teacher of pen., F. S. Gray, Mr. Davis, Mr. Lyford teachers of com'l branches in Gray's B. C., Portland, Me.——Miss Speir is teacher of short in Shaw's B. C., Portland, Me.——L. Laferriere, prin; F. X. Jeannot, teacher of draw.; J. Goget, teacher of com'l branches; J. Larose, teacher of short. in St. Louis Coll., Terre Bonne, Que., Can.——A. Levossieur, prin; A. D. Amour, teacher of pen.; N. Davoie, teacher of draw.; D. Courchene, teacher of com'l branches and N. Laperle, teacher of short. in the St. Joseph Coll., Berthierville, Can.——J. B. Manseau, prin.; J. A. Ray, teacher of pen. and com'l branches; B. Gareau, teacher of draw.; N. Mailhot, teacher of short. in the St. Remi Coll., St. Remi, Can.——C. E. Towne, late of Troy, N. Y., B. C., is now at his home in Kennebunkport, Me.

Hymeneal.

BUETEL-KEATING.

On Dec. 30th, 1896, Miss Annie Keating, Afton, Ia., was married to C. F. Buetel, Prin. Massy's B. C., Montgomery, Ala., at the home of the bride's parents in Afton. The Afton *Star* gave a column account of the wedding, and from it we learn that Mrs. Beutel was a graduate of the

Afton Normal College and also a graduate of the department of elocution, State University, Ann Arbor, Mich. That Mrs Bentel left Afton with the love and good wishes of its citizens is evident by the very laudatory character of the article in the *Star*. Mr. Bentel is a good penman and a strong all-round teacher.

Obituary.

MRS. A. C. GONDRING.

Mrs. Alice C. Gondring, wife of A. C. Gondring, associate principal and proprietor of the Chicago Bus. Coll., died in Chicago on Feb. 12, 1897. Mrs. Gondring, whose maiden name was Alice M. Castleman, was born near Valparaiso, Ind., Apr. 16, 1864. From childhood she manifested a keen interest in educational pursuits, to which she devoted nearly her entire life. She was married to Mr. Gondring on Jan. 8, 1887, and even after her marriage persisted in acting in the capacity of instructor, occupying a position in her husband's business college. After a few years she was compelled to give up this work. As a daughter, sister and wife she was kind, loving and tender; forgetful of self, thoughtful of others.

MRS. C. H. HOWE.

On Mar. 6th, in Chicago, Mrs. C. H. Howe, mother of C. V. Howe, the well known engrossing penman, died after a lingering illness. Mrs. Howe was an old and prominent resident of La Grange, Mo., and a foremost leader in all good works. For many years she was a newspaper writer of unusual ability. Her husband, Capt. C. H. Howe, was sorely afflicted, being confined to his bed undergoing treatment for a complication of physical disorders, and was unable to attend the funeral of his wife.

New Catalogues, School Journals, etc.

— A pamphlet entitled "Grove City and Grove City College" has been received from Geo. A. Swayze, prin. of pen. and com'l depts. Grove City, Pa., Coll. It is an excellent piece of advertising both for the city and for the college, and no doubt it will do much to help in building up both. It is well gotten up, handsomely printed and nicely illustrated.

— A unique publication is the *Indicator*, issued by the students of the Little Rock, Ark., Com'l Coll. It is gotten out upon an Edison Automatic Mimeograph, and all the work except the heading, which is in script, was done by the students of the college. The body of the paper is in type and was printed from a mimeograph. President Stone thinks this is the only paper in America printed in this manner.

— A very neat little booklet is that issued by the Lebanon B. C., and entitled "A Guide to Success."

— A well printed catalogue is issued by the Pottstown, Pa., B. C.

— Other advertising matter has been received from Capitol City, B. C., Salt Lake City, Utah, Shamokin B. C., Shamokin, Pa., Anderson, Ind., Normal Univ.

— Well printed college journals have been received from the following schools: Vincennes, Ind., Univ.; Indianapolis, Ind., B. C.; Heald's B. C., San Francisco, Cal.; Chestnutwood's B. C., Santa Cruz, Cal.; Smith's Actual Bus. & Short. Coll., Snell's B. C., Truro, N. S.; Coll. of Com., Scranton, Pa.; Fort Wayne, Ind., B. C.; Spencerian B. C., Cleveland, O.; Richmond Com'l Coll., Richmond, Va.; Sullivan & Crichton's B. C., Atlanta, Ga.

FRATERNAL NOTES.

(Public School Department.)

— *The True Citizen*, Waynesboro, Ga., has a very complimentary notice of a writing class conducted by W. L. Smith of Olive Branch, N. C. A gold medal was awarded to Emmatt Koon. S. L. Osborne of Augusta, Ga., graded the specimens and made the award.

— J. L. Montgomery, Portsmouth, N. H., is very much interested in good writing in public schools. He says of THE JOURNAL: "It is the best paper I have any knowledge of on this subject and I read several."

— L. B. Lawson is now at Telluride, Col., where he has a three months' engagement as supervisor of writing in public schools.

— Miss Pearl Clark of Snyder, Tex., is interested in good writing.

— Chas. A. Aitkens is prin. of the Com. Dept., High School, New Orleans, La.

— W. P. Cameron, prin. of the Saratoga, N. C., Public school, is interested in good writing.

— Mrs. Josie Myers has resigned her position in the public school of Gobleville, Mich.

— Miss Stella Hubbell is no longer connected with the Steele, N. D., school.

— W. A. Philu is supt. of penmanship in the Garner, Ia., public schools.

— W. A. Kelly is no longer connected with the public schools of Parsons, Pa.

— Miss Franke E. Goss, formerly a special teacher of writing in Oneonta, N. Y., public school, has been succeeded by Miss Morrissey. Miss Goss is now located at West Granville, N. Y.

— C. B. Walker, who has charge of the 5th and 6th grades in the Jonesboro, Tenn., public school, is interested in good writing.

— The many friends of Chandler H. Pierce, supervisor of penmanship of the Evansville, Ind., public schools, will regret to learn of the painful accident which occurred to him on March 4. While riding a bicycle, he was thrown from the brick pavement with such force as to dislocate his right shoulder.

— Miss Lulu McCoy, popular teacher of drawing and elocution in the Sam Houston Nor. Inst., Huntsville, Tex., has been seriously ill for several months with slow fever, and is now just able to resume work. Her associates, pupils and friends are wishing for her return to normal health.

— O. C. Moyer is teacher of penmanship and com'l branches in the public schools of Chester, Pa.

— Miss Bedlow is teacher of drawing in the Portland, Me., public schools.

— Miss Mollie McJilton is teacher of drawing, and H. Fowler is prin. and teacher of penmanship and com'l branches in the Graham, Tex., public school.

— W. H. Stewart is supt., H. E. Samson, teacher of penmanship and drawing, and Thos. Mundell, teacher of com'l branches in the Martin's Ferry, O., public schools.

— Miss Anna Kelly is teacher of penmanship, Miss Gracia Bolton, teacher of drawing and Miss E. M. Bissell, teacher of com'l branches in the Stillwater, Minn., High School.

— E. D. Snow is teacher of penmanship and com'l branches, Miss Lizzie Laudon, teacher of drawing, and Miss Butler, teacher of shorthand in the Rutland, Vt., High School.

— J. S. Osborne is teacher of penmanship, drawing, com'l branches and shorthand in the Siskiyou Co. High School, Eureka, Cal.

— W. D. Conklin is teacher of penmanship, drawing, com'l branches and shorthand in the Ottawa, Ont., Coll. Inst.

— E. J. Corkill is teacher of penmanship, drawing, com'l branches and shorthand in the Sarina, Ont., Coll. Inst.

— A. Wark is prin. and teacher of penmanship, drawing, com'l branches and shorthand in Sarina, Ont., Model School.

— J. Henderson is prin., and F. A. Walker is teacher of penmanship, drawing, com'l branches and shorthand in the St. Catharine's, Ont., Coll. Inst.

— Prof. R. Miller is prin. and teacher of penmanship of the Campbellsville, Ky., High School.

— V. M. Goudy is prin., and Mrs. W. T. Underwood, teacher of penmanship and H. C. Rice teacher of com'l branches in the Campbellsville, Ky., public schools.

— Cortez Fessenden is prin., and J. E. Kavanaugh, teacher of penmanship, com'l branches and shorthand and M. O'Brien, teacher of drawing in the Peterboro, Ont., Coll. Inst.

— Chas. B. Shaw is teacher of penmanship and shorthand, and Miss Harriette E. Sparks, teacher of drawing in the Penn Yan, N. Y., schools.

— J. M. Cole is teacher of penmanship, drawing and com'l branches in the Aylmer, Ont., Coll. Inst.

— C. T. Burdick is prin. and teacher of penmanship, drawing and com'l branches in the Aylmer, Ont., public school.

— H. H. Kellogg, one time pres. of the Afton, Ia., Normal School, is now located in El Reno, Okla., where he is supt. of schools for Canadian County. He is a fine penman, and is doing good work in this line in the schools.

— S. S. Purdy, supervisor of writing, East Saginaw, Mich., writes: "I have always had great interest in THE JOURNAL from the time I sent my first subscription nearly nine years ago, and have been a regular subscriber ever since. I believe it has accomplished a great purpose in this country, and I have a desire to see it continue to hold first place."

— In the Alliance, Ohio, *Leader*, we notice the first of a series of lessons in drawing to be given in that publication by L. L. Weaver, supervisor of writing and drawing in the Alliance public schools. The local papers could be used to good advantage by special teachers all over America in working up sentiment for employment of special teachers in towns that have none. It JOURNAL readers would take up the matter and prepare a series of articles, figuring out the cost and contrasting it with the benefits that accrue to the town from the employment of specialist teachers of penmanship, drawing, commercial and shorthand branches, it would not be long before all towns of any importance would be paying good salaries to teachers of the branches mentioned.

— Miss M. Ella Brown, supervisor of writing in public schools in Ilion, N. Y., writes: "Though I admire slant writing more, I am forced to believe that in Ilion we get better results in vertical than we did in the other. It is more awkward to use, but pluner and therefore easier, perhaps, to execute. Thank you for the tribute paid to Eddie Staple's writing. It made him very happy to see his name in print. He is a little hunch-back boy, skillful in drawing as well as writing."

— W. D. Chamberlain, supervisor of writing in the Ionia, Mich., public schools, writes THE JOURNAL that he is pushing the writing this year, and is meeting with success. He says: "Your artist did himself credit on the cover design of the January JOURNAL. It is one of the neatest I have seen. You may be sure I appreciate the many excellent features of THE JOURNAL. We hope to be with you in the public school writing contest, and you are welcome to judge us by modern business college standards, but we cannot furnish rapid muscular movement writing in the first grade, even if some of our friends think we ought."

A Shorthand Teacher Believes in State Supervision.

NO. 106 AND 108 EAST 23RD STREET,
NEW YORK CITY, Feb. 26th, 1897.

THE EDITOR OF THE PENMAN'S ART JOURNAL,
No. 202 Broadway, City.

DEAR SIR: I have been very much interested in reading the editorial comments and correspondence on the above subject in your February issue, and am glad to learn that some steps have at length been taken to put a stop to certain anomalies in the so-called "Business Colleges" of this country.

Personally I never did, and cannot see, by what right or title, or on what grounds, institutions teaching such common every-day subjects as spelling, punctuation, arithmetic, bookkeeping, shorthand and typewriting dignity themselves by adopting the cognomen of "colleges," or "universities." They are nothing more nor less than schools, and that, too, whether they have 6 or a less number of teachers, or possess $5,000, or $10,000 worth of school equipment.

"Colleges" or "Universities" according to the definition in the dictionary, and as I understand the terms, are really institutions for teaching the higher branches of study,—dead or obsolete languages, mathematics, and sciences, and further are empowered with the privileges of conferring degrees. To style an institution, or school, that teaches virtually what should have been taught at the elementary schools, a "college" or "university" is arrant nonsense. They are no more entitled to such designation than the primary schools of this country. The proper name for such institutions is "Business," "Trade or Technical" Schools.

One cannot reasonably see how the insistence upon an equipment of $5,000 and the employment of 6 teachers can possibly have the effect of raising the status of any school. A smaller school with one teacher and a proportionately smaller number of pupils could produce equally as good results, and possibly in many cases better. The possession of such an equipment is a very weak argument to substantiate the right of a school to the title of "college" or "university." The appellations should be applied only to such institutions as teach the higher branches of study, and have the right by law to confer degrees, which have some value in them.

The subjects that Business Schools teach at present are purely and simply elementary; in fact, they are a continuance of the Public School curriculum. I go further and say that if the Public School teachers of this country were to do their duty by their pupils and teach them spelling and punctuation more thoroughly than they do, one-half the Business Schools in this country would have to close their doors for want of support. Owing to the inefficiency of this elementary training, the American youth and maiden spell abominably and punctuate horribly. The fault lies in the elementary training which absolutely necessitates attendance at these so-called "colleges."

With regard to the stipulated staff of teachers, how very readily this regulation could be evaded is most palpable. Even now how often do we see the staff of a so-called "college," embellished with the name of a man styled "professor" whose sole duty lies in addressing envelopes, hunting for rooms for pupils, or acting as general utility man.

Others are on the list whose attendance at the schools are as rare almost as the visits of the "Dodo." While on this subject, I would like to say, I think the seven gentlemen might have embodied in their resolutions a clause forbidding the title of "Professor." Because a man knows a little English; has a fairly good knowledge of the rudiments of bookkeeping; can flourish a pen; or wield a pencil in rapid shorthand characters, he is called upon to be a "Professor." Heaven save the mark! No wonder they call the "bootblacks" "professors" in this country. The latter are as much entitled to the more than doubtful distinction as the former.

As to conferring diplomas, what business man is there who cares one iota whether the man or girl he is about to employ as a bookkeeper, or stenographer, does or does not possess a yard, more or less, of parchment for which he or she has paid $5? The flourishing of such a document in the face of the average business man evokes invariably not only a broad smile, but is very often the means of the candidate not securing the coveted position. Such diplomas are not worth the paper they are written upon, and the only purposes they serve are to swell the pockets of the "College" principal and to "gull" the unsuspecting pupil.

What the Regents should do is to hold examinations at stated periods, at convenient places—the same as the Oxford and Cambridge local examinations are held. Any candidates from any school desiring to submit themselves for examinations should be permitted to attend for that purpose. The examinations should be conducted by qualified independent gentlemen having no connection with any school in the State, and then the pupil from one school would stand as fair a chance of obtaining a diploma or degree as any other. The degree or diploma thus obtained conferred by the Regents themselves might possess some value in the business community.

Until such examinations are held, however, the same number of incompetents in bookkeeping and shorthand will be turned loose upon a long-suffering public, and the status of many of the so-called "Business Colleges" will remain as they are at present, the laughing stock of the business world.

Yours faithfully,
FRANK RUTHERFORD,
Principal Rutherford's School of Gregg's Shorthand.

How the Hon. Tams Bixby Writes.

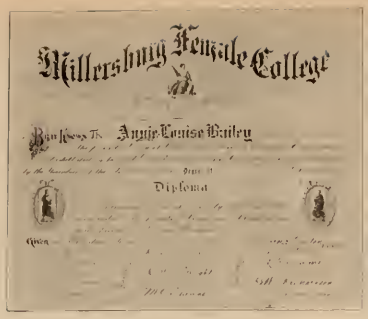
Our esteemed contemporary the *St. Paul Dispatch*, is either trying to be jocose with the Hon. Tams Bixby of Minnesota or it is innocently raising what may be false hopes in his experienced bosom. Mr. Bixby is a Gopher Republican of great name and service, and doubtless worthy to aspire to and receive high office, but it may be considering too curiously to consider that he will be appointed Treasurer of the United States because he writes a hand incapable of imitation and "his selection as National Treasurer will put an end to the lucrative business of counterfeiting." It may be that, as the Hon. Tams Bixby's admirer says, this statesman's signature "is as hard to make as a constitutional law against trusts, as hard to decipher as a *Pioneer Press* editorial, as impossible of imitation as a Populist declaration of principles." It may be that this strange writing turned "upside down, crosswise, or slantendicular is the same inexplicable puzzle." Evidently Mr. Bixby is a symmetrical and original, though, perhaps, too obscure writer, if the specimen of his signature given by our esteemed contemporary is genuine. This signature seems to consist of a transverse section of horsehair or wire fence rampant on an inebriated letter Z or a piece of lightning. And yet it may well happen that it will not be Mr. Bixby's fortune to be Treasurer of the United States. Our own voice would be for sending him to the Department of Agriculture for the sake of having his signature analyzed and classified.

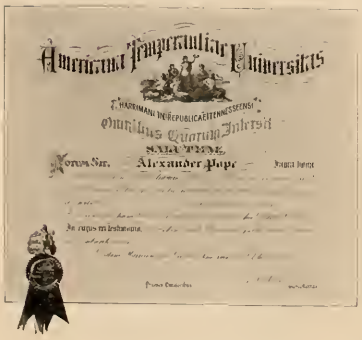
—*N. Y. Sun.*

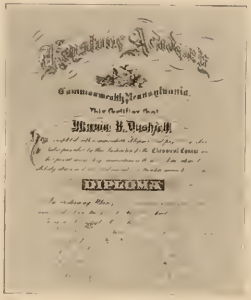
Some Odd Words.

In the following bit of nonsense the phonographer will find some rather peculiar nuts to crack, in the way of queer phonographic outlines, and it will furnish the penman with some words for rapid business writing:

Three hoity-toity tatooed tinkers, one from Keokuk, another from Tidioute, and still another from Kinderhook, while sitting under a baobab tree, using their blow-pipes, and listening to the shrill trill of a tiny tree-toad were violating all dietetic rules by eating an uncooked cucumber; and had they not taken ipecacuanha, they might have become hypochondriacs.—*Munson's Phonographic News and Teacher.*







Examples of School Diplomas, Certificates, Testimonials, Etc., made in the office of THE JOURNAL. The Diplomas, Etc., from which these Cuts are Reproduced vary in size from 8 x 10 to 18 x 23. Designs must not be imitated.

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

No. 4.

QUAINT OLD HEIDELBERG.

There is much that is quaint and interesting in Heidelberg. The old castle on the hill is the great thing to see. We enjoyed wandering through those ruins, inspecting the different rooms and trying to imagine the scenes of revelry that took place there in the early days. The immense cask, called the Great Tun, that holds 300,000 bottles of beer, was an object of great interest. There would seem to be no danger of running out of beer if you had a house full of guests to entertain.

Of course, the great university was visited. The prison where the unruly students are kept amused us very much. It consists of four or five small connecting rooms. A miserable bed with straw mattress, a small table and chair constitutes the furniture in each room. The walls and furniture are defaced in the most dreadful way. The students are allowed to use paint, and they have certainly made the best use of the privilege, for the walls (side and ceiling) are covered with pictures of all kinds, some very well done. With knives or other sharp instruments the wood-work has been so cut up with names, initials, monograms, etc., that there is hardly a square inch of space left.

The noble youth that disports himself about the city with the great ugly scar on his cheek, or perhaps another one with many patches of court-plaster covering up the record of a recent duel, is a familiar sight in Heidelberg. These duels are fought by the students, and are sanctioned by the Emperor. He thinks that such affairs make men brave and better fit them for soldiers.

It is said that when two students fight, if they are well acquainted and like each other (for these duels are not always brought about through anger), each will try to wound his opponent in the face where the scar will show for life, but if the student does not like his opponent he will strike him on the head where the scar will not show. It is considered a great honor to have that scar in full view on the cheek.

We were treated to a grand illumination of the Castle the night before we left. The sight was very fine, and the old ruin stood out in bold relief against the brilliant lights.

From Heidelberg we went to Darmstadt, and from there to Mainz, where we had a short but interesting stay. The Cathedral, St. Peter's Church and Museum, the Guttenberg house so full of interest to a printer, were among the things that held our attention.

The Cathedral, a historic old church, is said to contain more monuments than any other church in Europe. The cloisters are very old and full of tombstones. We walked over tombstones that dated back to 600.

The fortifications at Mainz (or Mayence, as it is called in English) are very extensive and strong. It is considered one of the best fortified cities in Europe.

DOWN THE RHINE.

From Mainz we took that beautiful sail on the Rhine to Cologne.

The castles and ruins on the mountains along the river add very much to the picturesqueness of the scene. Truly it is a lovely river, and the German has good reason to be proud of the Rhine. We passed the celebrated Bingen, Coblentz and other large cities, reaching Cologne at 5 p.m.

We were all agreeably surprised with Cologne, as it had always been pictured to us as a dirty city. It is not so, but a grand, thriving town, as clean as any large place can be.

The Cathedral is the one thing of importance, and rises above everything in grandeur and beauty. It was a treat to look at that magnificent pile of masonry. It was with much regret that we left Cologne.

THE DUTCH VENICE.

From Cologne we journeyed on to Amsterdam, where we had a very delightful stay. The Zoological Garden, said to be the finest in the world, was much enjoyed. Amsterdam is something like Venice in one respect, and that is the many canals and waterways running through the city. Many of the houses are built on spiles.

The ever present windmills attracted our eyes, as did also the peasants with their huge wooden shoes. All through Holland the scenery is fascinating, especially to anybody that handles a pen or brush.

The Hague, where we touched at for a brief stay, is well worth a long visit. Its celebrated sea-side resort, Scheveningen, is a delightful place. The ride through those fine avenues lined on each side with magnificent trees that arch over the road, the Museum and Art Gallery where we saw Rembrandt's well-known pictures, the visit to the Palace, all these things are fresh in our minds.

Continuing on to Antwerp, we passed through Rotterdam, Delft and other well-known places.

ANTWERP AND BRUSSELS.

Antwerp has a fine quay or wharf along its harbor. This quay is arranged as a promenade, and is a popular place, in the evening especially. Large steamers are anchored here, the water being sufficiently deep to allow of it.

The Cathedral has a great history. It was commenced years ago, but is not completed yet. Workmen are still busy on the front. These cathedrals in almost every instance represent years and years of work, having been started in the early days, and as money was raised the work has been pushed forward. Most of this money has been given by the poor.

Our next move was to Brussels, called "Miniature Paris," and certainly it is well deserving of that name in many respects. It is a well arranged city with many fine avenues, parks and buildings. The Palais de Justice is said to be the largest building in the world. It is a granite structure of the Roman style of architecture.

Brussels is celebrated for its lace. The ladies in our party were much excited over the beautiful examples of the lace maker's art displayed in the shops about the city. We all fell under the influence of this allurement, and brought away pieces of this high-priced article.

By watching a lace maker you can get an idea of the time and effort expended in making one small article. Oftentimes weeks are spent in doing it.

In the square where the flower market was we saw some of the most peculiar yet beautiful and interesting buildings. Such strange old Dutch roofs and the fronts of the houses covered with statues and ornaments, in many cases gilded and shining brightly. It must have taken a great deal of gold leaf to cover those statues.

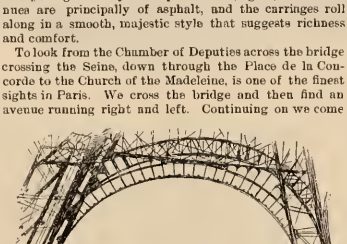
IN "GAY PAREE."

And now for Paris, for that was our next place. How can one commence to describe the beauties of that grand and artistic city? Surely, it is hard to know where to begin, as there is so much to speak about.

The first thing that impressed me was the long rows of houses just alike, without a break. This seems to give a style and character to the city, for when a magnificent building appears you get the full value of that structure, the plain lines of buildings seeming to add increased beauty to the latter. It is just like the lines in architecture, a plain molding in contrast with an ornate one, and these Frenchmen seem to know what makes a good thing, for they employ these ideas and rules in their work. Those long blocks of buildings just alike are not painfully plain. The general style of building has small balconies at each story, and the roof is of the French roof type, so familiar to us all. In many instances a roof extends over the sidewalk at the first story, and this roof is supported with stone arches, forming a sort of arcade. This is a very clever idea, as it protects you from the sun and rain and also gives an imposing look to the houses.

The next thing that pleased me was the broad avenues and fine arrangement of the streets. Nothing seems to have been spared in the layout and plan of these fine avenues. Everything is roomy and open. Then, again, these avenues are principally of asphalt, and the carriages roll along in a smooth, majestic style that suggests richness and comfort.

To look from the Chamber of Deputies across the bridge crossing the Seine, down through the Place de la Concorde to the Church of the Madeleine, is one of the finest sights in Paris. We cross the bridge and then find an avenue running right and left. Continuing on we come



to the Champs Elysees, that beautiful avenue with the Tuileries Garden on each side. We go still farther and reach the Rue de Rivoli, another magnificent avenue, full of shops and bustling with vehicles.

The Place de la Concorde has such a history, too. It was at this point that the guillotine stood and where so many executions took place during that period when the streets were flowing with blood. There was a great fascination about this place, and no one could help but stop and think of those awful days. The obelisk that stands in the center of the square is one of the trophies secured by Napoleon in Egypt.

THE HISTORIC TREASURES OF VERSAILLES.

Once again Dame Fortune was with us, for it was our good luck to be in Paris on the first Sunday in the month, and on these Sundays the fountains play at Versailles. Accordingly we took advantage of the opportunity and went out to Versailles. We spent a delightful and profitable time there, visiting the Palace and looking at all the wonderful treasures of art contained therein. The beautiful bed-chambers decorated in the most sumptuous style. One that I especially remember in white and gold was the finest thing that I had ever seen. The statuary, vases and pictures—in fact, everything was on a grand scale.

To see the fountains play is a great treat. These fountains are beautiful in design and of various sizes, from very small ones to those of huge proportions. An especially imposing one represents Neptune driving his horses.

Our visit to the various churches was very delightful. Notre Dame with its jewel rooms was much enjoyed. The Church of the Madeleine was equally interesting. This is a very chaste structure of the Grecian type of architecture. The Jube de Saint-Etienne du Mont, with its marvelous stairway that crosses the center of the church, was another of the sights to see.

Of course, the Louvre was doubly interesting to me, and I thoroughly enjoyed looking at those beautiful pictures, masterpieces of the painter's art. It was a great education to stand before those canvases and drink in all their superb coloring. In all these galleries throughout Europe you will find many artists copying and striving after reproductions of these celebrated pictures. Many times I have heard people around me say that they liked the work of the copyist better than the original, but I thought I could see something in the copyist's work that did not approach the genuine. There was not that soft blending of distance, or if a figure, the grace and ease that the original possessed. There seemed to be a harshness and boldness to the work of so many of these copyists, while in the masterpiece this did not exist.

(To be continued.)

Care of Eyes.

Do not read or study by a poor light.

Let the illumination come from the side, slightly back, but not from in front.

Do not read or study long at a time while suffering great bodily fatigue or during recovery from illness.

Do not read lying down.

Do not use the eyes too long at near work, but when weary give them periods of rest and a bath in cool water with friction or massage.

During study avoid the stooping position, or whatever tends to produce congestion in the head and face.

Select books printed on good, but not glazed paper, and well printed.

As you value your eyes avoid the use of alcohol and tobacco.

Take much exercise in the open air. Indoor life ruins more eyes than all the doctors can ever cure. Life at the seaside is favorable to good sight. Outdoor life in a wooded country also favors the eyes. The green grass and green landscape is good for the eyes.

As you value your eyes, so keep your body strong. The eyes weaken as the body weakens.

The eyes are the most precious of our sense organs, and once injured can never be quite as good as before.—*Jour. Hygiene.*

Rothschild's Maxims.

The following is a copy of the alphabetical list of maxims framed and hung in Rothschild's bank. Baron Rothschild used to recommend these rules to young men who wished to "get on" and achieve success in life:

Attend strictly to the details of business.
Be prompt in all things.
Consider well, then decide positively.
Dare to do right, fear to do wrong.
Endure trials patiently.
Fight life's battle bravely, manfully.
Go not into the society of the vicious.
Hold integrity sacred.
Injure not another's reputation or business.
Join hands only with the virtuous.
Keep your mind from evil thoughts.
Lie not for any consideration.
Make few acquaintances.
Never try to appear what you are not.
Observe good manners.
Pay your debts promptly.
Question not the veracity of a friend.
Respect the counsel of your parents.
Sacrifice money rather than principle.
Touch not, taste not, intoxicating drinks.
Use your leisure hours for improvement.
Venture not upon the threshold of wrong.
Watch carefully over your passions.
Xtend to every one a kindly salutation.
Yield not to discouragement.
Zealously labor for the right.

Penmans Art Journal.
A Monthly Journal of Penmanship and Practical Education

ESTABLISHED 1877.

O. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUP'T OF SUBSCRIPTION DEP'T.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 202 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

THE JOURNAL is published in two editions:

THE PENMAN'S ART JOURNAL, 20 pages. subscription price. 50 cents a year, 5 cents a number.

THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year. 10 cents a number.

Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

ADVERTISING RATES.—30 cents per nonpareil line, $2.50 per inch, each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESS.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.

We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

EDITORIAL COMMENT.

Special Teachers in Public Schools.

This is the season when public school boards are making plans and securing teachers for the next school year. We hope that they will not overlook two very important specialties—writing and drawing. No matter from what point of view they are considered, there are no more important branches in the public school curriculum And these branches are not hard to teach if trained specialists are secured as teachers. From a practical standpoint the teaching of writing and drawing always elicits the warmest support of parents and guardians. The expense of securing two teachers (or one teacher to handle both branches in small communities) is but a few cents a year per pupil—a mere bagatelle when compared with the enormous benefits accruing to the pupils receiving instruction in these two important branches. A popular subscription (if necessary) would raise the necessary funds for the first year and after that there would be no trouble in having the amount included in the teachers' fund appropriation.

THE JOURNAL is willing to give its services to boards of education to help in selecting competent teachers of these two branches.

Gentlemen of the American Boards of Public School Education, what are you going to do about this matter for the school year of 1897-8?

The circulation of "The Penman's Art Journal" now exceeds 17,000 copies. Only one issue during the pas six months has fallen below 17,100 copies, and the average for that period has been 17,711 copies. This shows a wholesome gain over last year of about 3,000 copies monthly. "The Journal" has not only much the largest circulation of any paper of its class in the world, but a very significant point to advertisers is that a large proportion of its readers buy that edition which costs twice as much as any similar paper published.

The Journal's Old Guard of Honor.

Second Roll Call For 1897.

Herewith we print a list of friends who have favored THE JOURNAL with clubs of subscriptions. This is the second list for 1897, and it is needless for us to assure all who have contributed to this splendid showing that we fully appreciate this very practical form of co-operation and support. This is the kind of backing that counts. Never before has THE JOURNAL had so many club senders, and never before have clubs averaged so large. Good sized clubs have come from nearly every important town in America.

A glance at the subjoined list of schools and club senders will give an idea of the class of people who give THE JOURNAL their support. This list contains the names of those who have sent in clubs since the last announcement. In addition to these a large number of small clubs and single subscriptions have been received and the total list is the largest THE JOURNAL has ever had, and is by far the largest subscription list ever had by any penmanship periodical.

Hundreds of our friends are still working on new lists and additions to lists already sent, and unless promises made us prove very deceptive, THE JOURNAL should pass the 20,000 mark before the end of this school year.

The largest club received since first list was published is that sent by G. C. Raynor Polytechnic Institute, Brooklyn, N. Y., and numbers 111. Mr. Raynor is a popular teacher and fine penman and believes in spreading the gospel of better writing and hence this club.

The next largest club, numbering 93, comes from A. H. Ross, Troy, N. Y., Bus. Coll. Mr. Ross is a strong all-round teacher but believes in pushing business writing to the front, and needless to remark is making a success of his work.

There are 91 subscriptions in the list sent by that superb penman, artist and courteous gentleman, H. W. Flickinger of Temple Coll., Philadelphia. Mr. Flickinger's fame is international in all lines of pen work, as a teacher of teachers and penmanship author. THE JOURNAL is proud of his indorsement.

A new (to us) Richmond in the field is F. W. Bowles of the new International B. C., Bay City, Mich. and he comes in with a rush and a club of 80.

That fine writer, C. E. Doner, Spencerian B. C., Cleveland, O., whose penwork, portrait and sketch have been shown in THE JOURNAL is next in line with a list of 76.

C. J. Becker, New Bedford, Mass. Bus. Univ., the well known commercial teacher sends a list of 60, making a total for the season of 67.

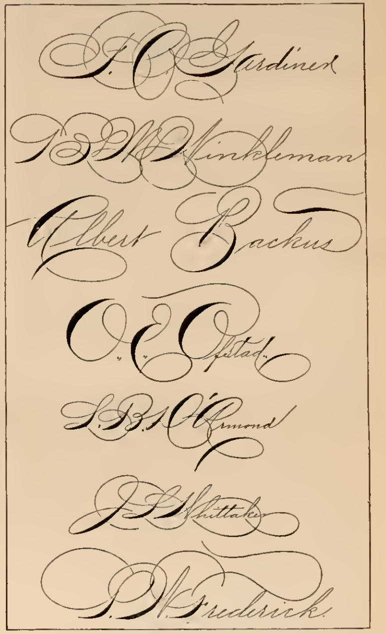
F. H. Vail, Breck School, Wilder, Minn., a rising young commercial teacher rolls up a list of 57.

Fifty-two, A. D Skeels, McLachlan B. C., Grand Rapids, Mich.; 50, E. L. McCain, Ft. Wayne, Ind., B. C.; 47, C. E. Chase, High School, Bridgeport, Conn. (61); 48, F G. Gardiner, Stockton, B. C., Stockton, Cal.; 47, A. H. Stephenson, B. and S Bus. Sch., Buffalo, N. Y. (74); 42, Osborn & Williams, Rochester, N. Y., Bus. Univ.; 38, C. A French, Boston, Mass. (46); 36, A Chicago Friend, (104); 36, W. J. Sanders, Bliss, B. C., Lynn, Mass. (88); 36, J E. Hyde, Agri. Coll. of Utah, Logan, Utah; 35, C. A. Wessel, Ferris Indus. School, Big Rapids, Mich. (66); 35, G. W Donald, Winnipeg, Manitoba, Can. (38); 35, S. A Hunter, Logansport, Ind.; 34, E. A. Newcomer, N. J., B C., Newark, N. J (107); 34, J. H. Bachtenkircher, Supervisor Writing, La Fayette, Ind. (63); 32, A. R. Rheude, Bus. Coll., Milwaukee, Wis.; 31, W. K. Cook, Bus. Coll., Hartford, Conn; 31, I. F. Clem, Bus. Coll., Lima, Ohio; 30, E C A. Becker, Bus. Coll., Worcester, Mass; 29, C. A. & F H. Burdett, Bus. Coll., Boston, Mass (441); 28, J. E. Bloomer, Lowell's B. C., Binghamton, N. Y.; 28, W. E Cogswell, Atkinson's B C., Sacramento, Cal.; 27, R. C Spencer, Milwaukee, Wis (85); 27, C. F. Kriete, Kane's B C., Baltimore, Md.; 26, C Claghorn, B. & S Bus. Coll., Brooklyn, N. Y; 26, Carlos B. Ellis, Westfield, Mass.; 26, T. L. Staples, Int. B. C, Ft Wayne, Ind.; 24, G. A. Transue, Com'l School, Pottsville, Pa; 23, A. C. Gegenheimer, Naperville, Ill. (35); 23, Geo E Seager, Utica, N. Y.; 23, A R. Merrill, Saco, Me. (97); 22, J B McKay, Kingston, Ont, Can. (26); 22, T. M. Graves, Lowell, Mass.; 21, W. H Coppins, Steinman Inst., Dixon, Ill.; 21, Miss Emma Case, Riley's B C., Binghamton, N. Y; 21, W. H Carrier, Adrian, Mich; 19, S. Kerr & Son, Bus Coll., St. Johns, N B, Can.; 18, E. S. Gause, Hill's B C., Waco, Texas; 18, Ella I Heffron, Utica, N Y; 18, L W Hallett, School of Com., Elmira, N Y; 18, C. O. Meux, Bus Coll., Pensacola, Fla; 18, J. L Hodgmire, Curtiss C. C., Minneapolis, Minn.; 17, W W. Merriman, B C, Bowling Green, Ky. (42); 17, A. P Wagner, Heald's B C, San Francisco, Cal. (40); 17, H G Burtner, High School, Pittsburgh, Pa. (33); 17, S. L. Daugherty, Y M. C. A., Dayton, O.; 17, J C. McIntyre, Iron City Coll, Pittsburgh, Pa; 16, L. C McCann, Williams Coll. of Bus., Mahanoy City, Pa (54); 16, E. U. Logan, Coll of Com, Toledo, Iowa; 16, W. D. Smith, Bus. Coll., Concord, N. H; 16, F. J. Heacock, Bus. Coll, Butler, Pa. (57); 15, J. L. Howard, Malden, Mass (20); 15, R. C. Metcalfe, Wood's B. C., Ashland, Pa (41); 15, W W Way, G. I. Bus. & Nor. Coll., Grand Island, Nebr.; 15 J. J Nagle, Coll. of Com., Freeport, Ill; 14, A. W Orton, Massey's B. C, Birmingham, Ala.; 14, W C. Bowey, Southern Bus. Univ., Atlanta, Ga. (20); 14, H. B Lehman, Nor. School, Valparaiso, Ind (71); 14, L. D. Scott, Memphis, Tenn. (33); 14, H. L. Gunn, Napa B. C, Napa, Cal.; 14 O. C Moyer, Central B C, Chester, Pa; 13, M A. Conner, Meadville, Pa. (28); 13, P. B S. Peters, Buena Vista Coll., Storm Lake, Ia; 13, J. L Hallstrom, Minneapolis, Minn (37); 13, F. S. Kelly, Com'l Coll., Hannibal, Mo.; 13, L. L. Brown, Bus Univ, Adrian, Mich; 13, J. J. Webber, Red Wing, Minn, B C; 12, S. M Sweet, Bus. Coll, New Castle, Pa. (28); 12, N L. Richmond, Bus Coll, Kankakee, Ill.; 12, R N. Hadley, Lake City, Pa.; 12, W F Gibson, Wesleyan Acdy, Wilbraham, Mass, 12, J H Bryant, Spencerian B C, Philadelphia, Pa. (78); 11, L J Eggelston, Perry B C., Rutland, Vt (20); 11, M Van Osterloo, Dixon, Ill (35); 11, A. B. Stauffer, Ohio Nor. Univ, Ada, O (18); 10, J. D Brandt, Schissler Coll. of Bus., Norristown, Pa. (27); 10, J R. Hutchison, Bus. Coll., San José, Cal (30); R A. Grant, Com'l Coll., Winona, Minn. (17); 10, W P. McIntosh, Bus. Coll., Haverhill, Mass; 10, L. M Kelchner, N I Nor. School, Dixon, Ill.; 10, F E. Rippert, Int. Bus Coll., Saginaw E S, Mich.; 10, E. E Gard, Bus. Univ., St. Joseph, Mo.; 10, F. P. Gaynor, Childs B C., Athol, Mass.; 10, H A Way, Aberdeen, S. D., B. C.; 9, Zanerian Art College, Columbus, Ohio (69).

Clubs of less than ten have been received from the following: The figures in parenthesis following the name show the number received during the season.

J. A. Lindblade, Chicago, Ill. (22); E. L. Grandy Cohoes, N. Y., School of Bus. (16); G. Bixler, Wooster, O. (60); A. A. Kuhl, Jasper, Fla. (32); W. F. Hostetler, Angola, Ind. (18); W. J. Kingsland, Y. M. C. A., Scranton, Pa. (18); W. L. Starkey, High School, Paterson, N. J. (72); Bro. Jarlath, Brooklyn, N. Y.; J. R. Taber, No. East O. Nor. Coll., Canfield, O.; R. A. Kells, N. Y. City, B. C.; H. H. Kellogg, Co. Supt. Pub. Schools, El Reno, Okla. Ter. (10); G. S. Henderson, Portland, Ore.; L. H. Jackson, Va., B. C., Richmond, Va; J. L. Zwickey, Storm Lake, Ia.; O. J. Penrose, Randolph, N. Y (9); R. M. Roudabush, Annex, Va.; W. I. Monroe, B. C., Waterbury, Conn.; A. B. Johnson, Lumberton, N. C.; P. Hammel, B. C., Akron, O.; I. H. Lipsky, Comer's C. C., Boston, Mass. (9); I H. Carothers, Elliott's B. C., Burlington, Ia. (97); J. T. Henderson, B. C., Oberlin, O., (43); Miss Cora M. Starr, Supervisor of Writing, Crawfordsville, Ind.; S. B. Fahnestock, McPherson, Kans., Coll (27); C. B. Hall, Spencerian B. C, Yonkers, N. Y. (13); W. F. Gray, Monmouth, Ill.; Albert Backus, Lincoln, Nebr., Normal Univ. (19); L. Harrington, Anoka, Minn.; J. & H. K. Henderson, Leeds, England, Bus. Coll.; W. C. Howey, So Short. & B. U, Atlanta, Ga.; A. S. Weaver, San Francisco, Cal., B. C. (11); J. E Selfe, Western Nor. Coll., Bushnell, Ill.; W. T. Turman, State Nor. School, Terre Haute, Ind. (12); R. S Collins, Pierce Coll. Philadelphia, Pa. (187); F L. Haeherle, Millersville, Pa State Nor. School (41); C. M. Lesher, High School, Carbondale, Pa (31); L. M. Thornburgh, Cedar Rapids, Ia.; E. G. Brandt, Uniontown, Pa (10); D. B. Anderson, Highland Park Nor. Coll., Des Moines, Ia. (7); H. B Cole, Shaw's B. C., Portland, Me (18); W. A. Ripley, Huntington, W Va., B. C.; J. O. Burdwick, Sac City, Ia.; J. A. Galbraith, Marshfield, Mo.; E. H. Ealy, State Nor. School, Cape Girardeau, Mo.; H. E. Byrne, Patterson Inst, Hillsboro, Tex.; S. H. Bauman, Great Falls, Mont, C. C.; J. G. Kline, Detroit, Mich., B. U. (117); E. L. Moore, Ia., B. C., Des Moines, Ia. (68); J. K. Warren, Cadillac, Mich. (18); D. M. Keefer, Beaver Falls, Pa., B C. (16); C. H. Donaldson, Pueblo, Colo. (11); H J. Minnich, Findlay, O (10); E. G Wright, Washington, D. C. (12); Aug. Fischer, Philadelphia, Pa. (9); Wm. G. Ladds, Franklin, Pa. (7); A Chicago Friend; A C. Sloan, Menominee, Mich; J. T. Smith, Star, Idaho; L. L. Weaver, Alliance, O. (15); M E. Bennett, Johnstown, Pa. (8); J. A Sanders, Denton, Tex (7); J M. Oshlund, Luther Acad., Wahoo, Nebr. (6); Miss Anna H Grafft, Waverly, N. Y; O C Bachman, Seattle, Wash.; O F Amburn, Galveston, Tex, B U.; C. H Allard, Gem City B. C, Quincy, Ill. (124); J. H Baldwin, Clark's B. C., Lockport, N. Y. (123); J. C Olson, Nor Coll., Stanberry, Mo. (35); W H. Matthews, Salem, O, B C. (30); G E. Crane, Sandusky, O, B. C. (32); C. Bayless, Dubuque, Ia., B. C (28); J. B Mack, Nashua, N H. (26); D. W McMillan, Grand Prairie Sem., Onarga, Ill. (33); H W Herron, Portland, Oreg. (13); E. M Barler, Cherokee, Tex (10); W P. Canfield, Stillwater, Minn., B. C. (10); T. S. Nettleton, Pine Bluff, Ark. (8); C. E. Williard, Hornellsville, N. Y., B. C; H. C. Post, Waterbury, Conn. (9); W. Wood, Montreal, Can.; Mrs. W. J. Smith, Kirksville, Mo.; E J. Shaw, No. Adams, Mass.; B. A. O'Mealey, Yankton, S. Dak.; Ellis R. Northrop, Middletown, N. Y.; J. L. Hamilton, Portland Mills, Ind.; D. L. Callison, Powersville, Mo.; C. H. Cleary, Canton, O. (8); Ed. H. Craver, Ebensburg, Pa.; C. W. Buswell, Kentland, Ind.; M. Maxim Montpelier, Vt., Sem. (11); H. Coleman, Nat'l B. C., Newark, N. J. (66); E. F. Fisher, Charles City, Ia. (26); J. W James, Searcy, Ark. (12); R. M. Wade, Plainfield, N. J. (37); B. W. Getsinger, Spar-

THE JOURNAL'S AUTOGRAPH REGISTER



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tansburg, S. C. (2); W. J. Wheeler, Birmingham, Ala., B. C. (15); W. L. Smith, Olive Branch, N. C. (15); T. J. Williams, Pasadena, Calif. (8); H. C. Beatty, Plymouth, Pa. (14); H. C. Spencer, Olneyville, R. I. (17); E. K. Pentz, Great Bend, Kans., Nor. Coll. (8); L. G. Crosby, Elgin, Ill. (19); L. R. Bridges, Leesville, S. C.; S. M. Funk, Hagerstown, Md.; E. E. Ferris, Eagan's School of Bus., Hoboken, N. J. (9); W. R. Chambers, Corsicana, Tex.; Andrew Johnson, Hanska, Minn.; J. Leadbetter, Garden City, Mo. (9); J. E. Whirry, Osage, Ia.; W. C. Schappel, Springfield, Ill.; F. A. Jones, Southern B. C., Florence, Ala.; G. M. Hopkins, Bassett, Nebr.; T. S. Gass, Creston, N. C.; M. W. Blankinship, Decator, Ill.; Beck & Beck, Piqua, O., C. C.; Howard Champlin, Cincinnati, O. (4); J. L. Hall, Miss. Coll., Clinton, Miss. (8); P. H. Read, Lyndon Centre, Vt. (9); R. E. Rowe, Portland, Me.; M. W. Blankinship, Green Bay, Wis. (14); H. J. Petty, Ransom, Kans.; F. C. Hovey, Schenectady, N. Y., B. C. (7).

Script Signs.

EDITOR JOURNAL:

There is probably no city in the country that can boast of more beautiful script signs than Rochester, N. Y. A number of years ago several of the most prominent sign painters of the city attended the Rochester Business University for the purpose of learning the most approved forms of Spencerian script, and as a consequence there are many elegant script signs, as well as fine script on delivery wagons and moving vans.

Many sign painters resort to a clumsy, heavy style of script, almost wholly devoid of beauty. Not so in Rochester. The penman can here feast his eye on beautiful script forms frequently during the day.

Wherevsr I see it, I am always ready to welcome good writing, whether it is on paper or on a signboard. Yours truly.

E. C. MILLS.

Mr. Baldwin Rises to Explain.

I like Mr. Folsom's interest in my "Testimony." I sm not sorry that he finds me at variance with the rank and file of our profession.

On progressive questions, I have heard it said that MAJORITIES are always WRONG.

Brother Folsom, will you be kind enough to point me ont an eminent penman, yourself of course excepted, who does not shade because he CANNOT?

Mixed classes admire shade writing most. Mixed classes aod not business men are those whom we teach.

Beginners are interested most in what they admire most. Delicious bait catches the most fish.

The mastery of rapid shade writing comprehends light line writing, but the rule won't reverse: those who are taught light writing only cannot shade. When it is just as easy to do, and more advantageous to the student, why not kill two birds with one stone?

We may THINK we are educating our pupils for business men, but we don't KNOW what they will be, and if they should choose TEACHING for a profession, their sojourn with us should enable them to attain EMINENCE therein.

If you would make the *broadest* success, take pupils where they ARE, and not where they ARE NOT.

Light writing is but the bones of penmanship; shade gives it flesh and blood I am not surprised that the business man with a dollar in his eye should admire light writing most; that's his privilege. An anatomist sees great beauty in a skeleton. Bones are in his line. We common mortals, however, prefer living creatures.

It is one thing for an all-around penman to give a business man the style of writing he demands, but quite another to narrow down the profession of our beautiful art to a sort of side-show to his business.

My students and I fail to find shade writing slow or difficult. The difficulty of much shade writing is *caused* by *slowness*. WE write rapidly.

An occasional capital combination or off-hand flourish, in the writing class catches some fish that will bite no other bait, and, once get them biting, and they will eat most anything they are fed.

If you want to know what *students* and *penmen* admire most, look at the miscellaneous script in the penmanship papers and take note of the quantity of fine flexible pens they buy.

A great factor in the education of the young is their emulation of the accomplishments of parents and teachers When Papa moves away a chew of tobacco while telling Johnnie never to use the filthy weed, he is about as consistent as the teacher who refuses his pupils instruction in the shade writing which he enthusiastically pushes for personal gratification. If it is a bad thing, quit it; but, if it is not, pass it around.

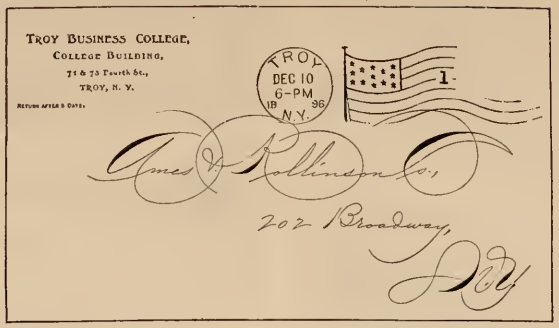
Who comes next?

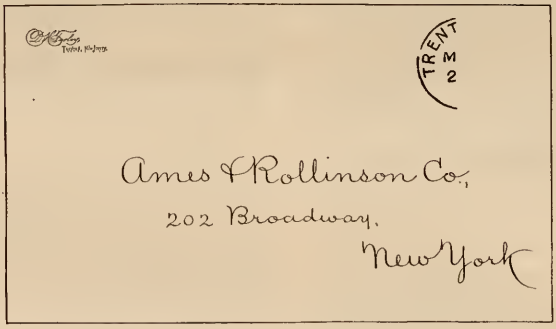
J. HOWARD BALDWIN,
Clark Business College, Lockport, N. Y.

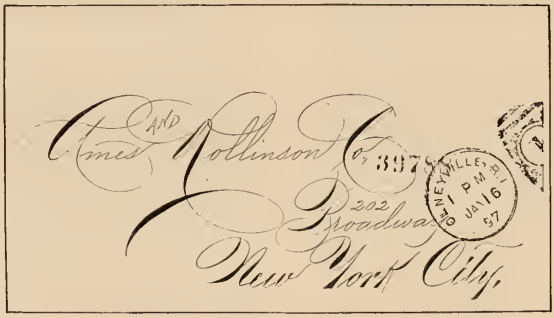
DESIGN FOR GUEST CARD, BY PAUL A. STEELE, WASHINGTON, D. C.

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)







(1.) C. W. KANSOM, LEBO, KANS. (2.) D. H. FARLEY, STATE NORMAL SCHOOL, TRENTON, N. J. (3.) H. C. SPENCER, OLNEYVILLE, R. I.

THE BUSINESS MANAGER'S CORNER.

The attention of public school teachers and others who are interested in the general educational papers is directed to the special combination clubbing rates made for THE PENMAN'S ART JOURNAL with various other educational journals. Educational periodicals whose subscription rate is $1.00 or more can be had for this price and THE JOURNAL will be given free This offer should attract the attention of all who are interested in general educational reading

As has been stated in THE JOURNAL'S columns many times, THE JOURNAL is particularly interested in better writing in the American public schools. We desire to see a special teacher of writing and drawing in every town and city of any size. We trust that all of our friends who are now occupying positions as special teachers will extend what aid they can to THE JOURNAL in its fight for better writing. They can do much to help us in this campaign, and one of the easiest and best ways of opening the fight in their particular neighborhood is by having sample copies of THE JOURNAL sent to those most likely to be influenced, and to people who have influence in placing special teachers of writing and drawing in public schools

Special teachers can also be of much assistance to THE JOURNAL in extending its circulation among the superintendents and grade teachers in the public schools. The low clubbing rates now made for THE JOURNAL practically eliminates the question of expense, and grade teachers can no longer hold back and offer that as an excuse for not subscribing and becoming better posted with the better methods of teaching writing. Then again the combination clubbing rates made with the general educational papers allow them to take two papers at the price they are now paying for one. We hope that our friends in the profession will spread the news of these offers and also lend a hand personally in increasing THE JOURNAL'S circulation, where it is most needed—in the American public schools.

For many years the Barnes Steel Pens, manufactured by A. S. Barnes & Co., 156 Fifth avenue, New York, have been well-known among penmen, banks and business writers for their smooth, easy action. They are flexible and durable, and our friends who are looking for something in this line would do well to send 10 cents for a full line of samples to the manufacturers.

That bright little periodical, *The Zanerian Exponent*, has changed its name to *Penman and Artist*. The initial number

under the new name is full of good things and reflects much credit on the publishers, the Zanerian Art College, Columbus, Ohio. The subscription is but 10 cents a year, and for this small sum the subscribers get four numbers.

The Phonographic Institute Co., Cincinnati, Ohio, publishers of the Benn Pitman System of Shorthand and *The Phonographic Magazine*, have an especially good feature in connection with their work of certificated teachers of Benn Pitman Shorthand. Teachers bearing these certificates may be known to have passed a most thorough and rigid examination in this system, and to have been found competent writers and teachers of it.

A unique thing in steel pens is the Schagen Fountain Pen, an English production sold in the United States by Geo. Borgfeldt & Co., 18-24 Washington Place, New York. It comes in several degrees of fineness of point, like the ordinary steel pen, but has an additional fountain attachment which enables it to hold enough ink to write twelve times the amount of the ordinary steel pen. Samples are sent for a two cent stamp.

THE JOURNAL is convinced that many schools and teachers have on hand school furniture and supplies, including books, etc., that they do not have further use for, and of which they would like to dispose. There are also many who would like to purchase just such property as this at a fair price. If both sides could make their wants known, both would be benefitted. To bring about such a state of affairs THE JOURNAL has reduced its price for advertising under the heading "School Furniture and Supplies for Sale or Exchange" to $1.50 each insertion, for advertisements (under this heading only) that do not exceed one inch. If two insertions be paid for in advance the advertiser will be entitled to a third insertion free if desired. Those who have school furniture and supplies to sell and those who want to buy, here's an opportunity.

O. M. Powers, 7 Monroe St., Chicago, the well-known commercial text book publisher, also has a complete line of blank books and supplies, including blanks of all kinds, diplomas, etc.

The Munson Phonographic News and Teacher, published by Walworth & Co., 108 East 125th St., New York, now contains a department edited by James E. Munson. This will be good news to all writers of the Munson System.

The C. A. Nichols Co., Springfield, Mass., are publishing in five imperial volumes "History for Ready Reference." It contains quotations from over 5,000 volumes, and puts the history of the world on a single shelf.

The Home, a family journal containing stories, fancy work, fashions, etc., illustrated, published at 141 Milk street, Boston, Mass., is offering a new book on Knitting and Crocheting, 91 pages, 50 illustrations, and a three months' trial subscription to *The Home*, all for 15 cents.

EDITOR'S CALENDAR.

PORTRAITURE. A guide for the beginner and an inspiration for the amateur, for home students, class and individual instruction and reference. By C. P. Zaner. Published by Zanerian Art College, Columbus, Ohio. Cloth, 115 pages. Heavy plate paper. Price, $1.50.

Everything Mr. Zaner does he does well. This is amply illustrated in his latest production "Portraiture." If young penmen would provide themselves with a copy of this book, study it, follow its instructions, practice the principles there given, in a few years they would find themselves improved in every way, and especially in financial and artistic lines. There is more money in ability to make pen portraits than ability to make flourished eagles and bounding stags. Mr. Zaner has made portraiture very simple, and has gotten down to the level of the beginner. The illustrations and type explanations are so simple that any one with a spark of the artistic instinct cannot fail to grasp them. In addition to Mr. Zaner's own work there are dozens of fine line and wash drawings by such world-renowned portrait artists as Gribayedoff, Gaspard, Fabries, C. D. Gibson, Liphart, Clarke, Eaton, Darling, Lauders, Jacossy, Friderang, Schmedtgen, Hagen, Zenope and many others. These portraits have been selected with the greatest care, and should furnish not only "inspiration for the amateur," as Mr. Zaner puts it, but copies for the amateur and professional. There are a variety of portraits shown, and as a book of reference this latest production of Mr. Zaner will be in demand. In the matter of paper, printing and mechanical work it is luxurious. If there is another work in this line as good for beginners, THE JOURNAL has never seen it.

SMITH'S EDUCATIONAL SYSTEM OF INTERMEDIAL PENMANSHIP. Primer, 1 number; Short Course, 4 numbers; Regular Course, 8 numbers. Published by H. P. Smith Publishing Co., 11 E. 16th St., New York. Price, Primer per doz., 72 cents; Short Course per doz., 72 cents; Regular Course per doz., 96 cents. Specimen pages free.

These books represent a middle ground as to slant, between the old standard slant of 52 degrees and the vertical style. The slant in this system is 75 degrees, and the publishers state that it was determined after a most thorough investigation of the slant prevailing among the clerks and business writers in New York and Brooklyn in commercial and banking houses and telegraph offices. A feature of the Primer is the illustrations accompanying the copies. Quite full instructions are given at the top of each page. Two copies are on a page. In the Short Course, which consists of four numbers, the illustrated features are carried through Book 1, and the movement idea is started in the same book and carried through the four books of the Short Course, and the eight books of the Regular Course. In the advanced books, independent writing is introduced the words to be written are printed in type, and the student is expected to write them in script. The selections are from poets, various authors and historical and geographical works. This independent writing feature is a strong one, as it does away with servile copying and tests the pupils' memory as to correct form. If the teachers use these books intelligently, the pupils will develop movement and form simultaneously. All copies are introduced with movement exercises. The style of script is plain and legible, roundness of turns in letters, short loops and capitals with little or no shade. The forms are simple, graceful, and while extremely legible retain much of the beauty of the slant style. Simple business forms, and letter writing are introduced early in the course. Those teachers who have been looking for a style of writing rounder and more legible than the standard slant, who do not care to accept the vertical, will find in this series a style that occupies a safe middle ground. The mechanical work is excellent. The copies are nicely arranged and well graded.

ART EDUCATION, THE TRUE INDUSTRIAL EDUCATION. By Hon. Wm. T. Harris, LL.D., U. S. Commissioner of Education. Board, 38 pages. Price, 50 cents. Published by C. W. Bardeen, Syracuse, N. Y.

This is the second edition of the address delivered by Dr. Harris before the National Educational Association at the Nashville meeting in 1889. It is a plea for art training in our public schools, and should be read by all teachers interested in this work.

ISAAC PITMAN'S COMPLETE PHONOGRAPHIC INSTRUCTOR. By Sir Isaac Pitman. Cloth, 252 pages. Published by Isaac Pitman & Sons, 33 Union Square, New York Price, $1.50. Revised edition.

This is the latest edition of the standard Isaac Pitman Phonographic Instructor, and contains instruction in both the corresponding and reporting styles with copious list of phrases, exercises, business letters and specimens of legal forms. The general plan of the instructor makes it equally acceptable for self-tuition and class use. A chapter entitled "Practical Hints in Legal Work" from the pen of W. L. Mason, Prin. of the Metropolitan School of Isaac Pitman Shorthand, is a prominent feature of the book. The book contains over 16,000 actual shorthand cuts, is elegantly bound, and it embodies the experience of over 50 years. This is certainly a most complete shorthand text-book.

March Journals Wanted.

E. M. Barber, Packard's Bus. Coll., 101 E. 23rd St., New York, would like to secure as many copies as possible of the News Edition of the March, 1897, number of THE JOURNAL, for which he will pay ten cents each.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Amateur.

W. J. Slifer, McPherson, Kans.
E. M Harris, Wadeville, N C.
W. B. Day, Oglesby, Texas.

— JOURNAL readers will remember that they may have their names enlisted under the heading "Professional" or "Amateur" for the purpose of facilitating exchange of specimens without cost. All that is required is that each one who sends his name will exchange specimens of his best work with fellow-members free.

— Well-written business letters have been received from C. A. Stewart, Hartford, Conn.; J. A. Elston, Canton, Mo.; J. C. McIntire, Pittsburgh, Pa.; E. M. Harris, Wadeville, N. C.; C. G. Prince, Buffalo, N. Y.; E. C. Bosworth, Rochester, N. Y.; R. C. Metcalfe, Ashland, Pa.; A. B. Johnson, Fair Bluff, N. C.; J. H. Drake, Trenton, Mo; C. E. Doner, Cleveland, Ohio.

— Well-written letters, ornamental style, have been received from L. J. Egelston, Rutland, Vt.; J. D. Brandt, Jeromeville, Ohio; A. A. Scott, St. Clair, Mich.; H. H. Kellogg, El Reno, Okla.; A. B. Stauffer, Ada, Ohio.

— From W. A. Baldwin, supervisor of writing of Medina, Ohio, we have received a well-executed pen drawing and set of fancy capitals.

— C. W. Jones, penman in the Woonsocket, R. I., B. U., favors us with some card writing that is accurate, graceful and has a dash that is exhilarating. A flourish from his pen is also well done.

— H. D. Goshert, of the B and S. B. C., St. Louis, Mo., writes a letter in engrossing script which is very well done.

— Eugene D. Pennell, Minneapolis, Minn., sends specimens of plain and ornamental writing which indicate a high degree of skill.

— A. A. Scott of St Clair, Mich., does fine automatic pen work, and is also a good writer in business and professional styles.

— J. H. Bachtenkircher, La Fayette, Ind., has sent a package of cards written in a variety of styles, all good.

— T. M. Williams, prin Actual B. C., Pittsburgh, Pa., sent a well-executed flourish design, which he informs us was made with the pen held in the usual writing position.

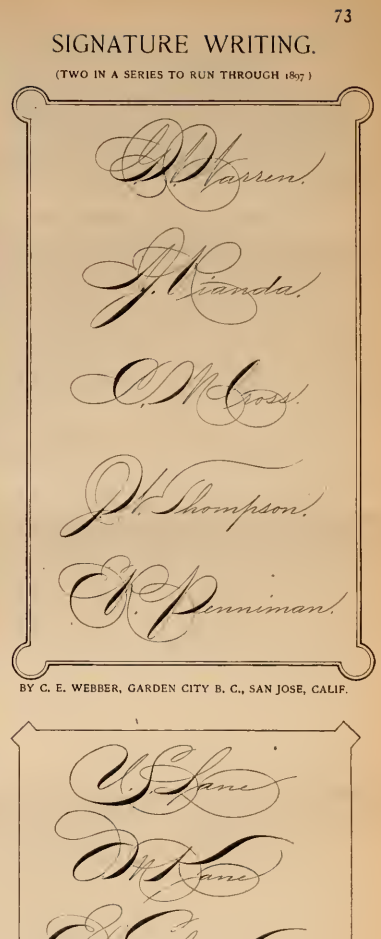
— From J. W. Hazlett, Muberry, Ind., have been received some splendid business writing and handsome professional writing. They would indicate that while Mr. Hazlett is out of the professional ranks (he is now a banker) he has not lost control of his pen.

— F. L. Haeberle, penman State Nor Sch., Millersville, Pa., has mastered an easy vertical hand, which he evidently writes rapidly.

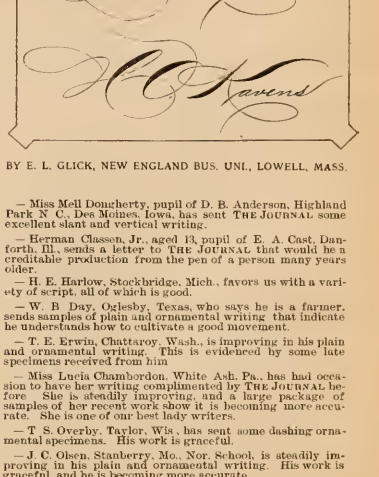
— M. Van Osterloo, assistant of L. M. Kelchner, penmanship dept., No. Ill. Nor Sch., Dixon, Ill., has sent some samples of business and ornamental writing that have the true Kelchnerian swing. He is a fine writer.

SIGNATURE WRITING.

(TWO IN A SERIES TO RUN THROUGH 1897.)



BY C. E. WEBBER, GARDEN CITY B. C., SAN JOSE, CALIF.



BY E. L. GLICK, NEW ENGLAND BUS. UNI., LOWELL, MASS.

— Miss Mell Doucherty, pupil of D. B. Anderson, Highland Park N. C., Des Moines, Iowa, has sent THE JOURNAL some excellent slant and vertical writing.

— Herman Classen, Jr., aged 13, pupil of E. A. Cast, Danforth, Ill., sends a letter to THE JOURNAL that would be a creditable production from the pen of a person many years older.

— H. E. Harlow, Stockbridge, Mich., favors us with a variety of script, all of which is good.

— W. B Day, Oglesby, Texas, who says he is a farmer, sends samples of plain and ornamental writing that indicate he understands how to cultivate a good movement.

— T. E. Erwin, Chattaroy, Wash., is improving in his plain and ornamental writing. This is evidenced by some late specimens received from him

— Miss Lucia Chambordon, White Ash, Pa., has had occasion to have her writing complimented by THE JOURNAL before She is steadily improving, and a large package of samples of her recent work show it is becoming more accurate. She is one of our best lady writers.

— T S. Overby, Taylor, Wis., has sent some dashing ornamental specimens. His work is graceful.

— J. C. Olsen, Stanberry, Mo., Nor. School, is steadily improving in his plain and ornamental writing. His work is graceful, and he is becoming more accurate.

— G. McClure, associate prop. of Carlisle, Pa., B. C., favors

us with plain and ornamental writing and some card specimens that are, as usual, all up to his high standard.

Public School Work.

— J. L. Howard, Supervisor of Writing, Malden, Mass., recently made THE JOURNAL a pleasant call and showed us several hundred samples of writing executed by pupils of the various grades under his control. The writing was clean cut, honest work displaying good form and movement. It gave evidence that Mr. Howard knows how to supervise, and that the grade teachers are genuinely interested in writing, and have mastered the teaching of it. These specimens were a credit to Mr. Howard and the grade teachers, and Malden can congratulate itself on the quality of the writing of its public school pupils.

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

(These articles began in the February, 1897, number of THE JOURNAL, and subscriptions may start with that issue if desired.)

No. 2.

Extended study and practice leads me to believe that one of the chief obstructions to reform is our adherence to that which is beautiful in form rather than to that which is practical or utilitarian. We have, as a rule, used and taught and encouraged forms that were ornamental and difficult rather than plain and easy.

Shade in penmanship is an element of beauty (display, as educators say), and should, therefore, be abolished in all teaching as regards the multitude. But I fancy hearing many up-to-date penmen saying, "why, I have discarded shade long ago; no one is teaching it now-a-days, especially in business schools." Very true in most of such schools, but these institutions are but trifles in comparison to the public schools. In the latter, shade is still taught to a very large proportion and to what might truthfully be termed, an alarming extent. Copy books are purchased because of the *beauty* of the copies. *Utility* is considered secondarily. Shade is not desirable for general purposes because it displays poor taste. It is, what would be called in dress and manners, affectation. Not only that, it takes time and training to execute. Shading demands fine, flexible, elastic pens and oblique holders, and they in turn demand skill in handling. The finer the pen the more difficult to manage. The coarser the pen the less skill necessary in writing.

But shade is but one of the many relics of a past, plodding age. Intricate forms are still too numerous. They, too, are constructed on the principle of grace rather than speed. They are frail rather than firm, and fanciful rather than legible. We have borrowed too much of the ornate past for present commercial purposes. We have said, "is it beautiful, is it ideal, is it *standard?*" rather than "is it legible, is it rapid, is it *natural?*"

Our real defect is in not knowing the true office or function of writing. We think of it as something beautiful as well as useful, not realizing that it is well nigh impossible for it to be both at the same time. We need to know that writing was intended as a useful art, as a vehicle for thought—as a servant. We need to know that it is better to express beautiful, noble, true thoughts plainly than to ornament the forms of expression and thereby repress thought. We need to know that we cannot well serve two masters, nor do two difficult things at once—two things, each one of which requires direct thought. It is better that we be able to think thoughts and express them unmistakably, than to make a display of shade and flourish and of shallowness. Disagreeable as these statements may seem, they are no more disagreeable than the facts, and I would refrain from expressing them if it were not with the hope of the betterment of myself and others.

Reform along the line of the simplification of letters lies in the public schools, where it is most needed. Drawing will be the emancipator of writing from false ideas of beauty. Drawing will teach the true office of ornament and thus discourage display in writing. Drawing will give pupils of artistic inclinations a channel for their efforts, whereas, heretofore, those who had an eye for the beautiful received no encouragement for its development except through writing. Thus it is that the teaching and encouragment of drawing will aid, in an indirect way, to improve the art of writing—the art of expressing thought. The latter will stimulate the art of reading thought.

But we must not leave it all to drawing. We must encourage by precept and example the use of simpler and more legible forms. For the demand of the day is more legible writing on the part of the people rather than faster writing. Writing, in the business world, is fast enough for most purposes, but not legible enough. In the public schools, the pupils write legibly enough in the lower grades, but on account of intricate and difficult forms and inadequate instruction they fail to write easily and rapidly enough. In the upper grades they learn to write rapidly enough, but not easily nor legibly. These two extremes, the one the outgrowth of the other, indicate the fact that the forms acquired early are not adapted to rapid work. The remedy is to discard these old, fanciful, "standard" forms and substitute such that *utility* would suggest.

The forms herewith presented are for serious thought and experiment. Don't act too hastily in your denunciation. Use them a few years as I have and see what your verdict will be. They are given only as a step in the right direction. As soon as people will take the step we have many more to suggest. Reforms come slowly, but they come surely. Reform is needed in the forms used in writing and the sooner we become conscious of it the better. The illustrations herewith may seem "radical" but they are mild toward what are needed.

The Business College Fake Chain Swindle Again.

Numerous complaints have been received at THE JOURNAL office relating to the swindling operations of a so-called "Business College Chain" concern. It is the same old game of organizing fake schools, bleeding the community to the last dollar by sale of scholarships, then selling the shorn and worthless school to dupes or dummies and shoving on to pastures new. Such operations are palpable frauds on the public, and nine times in ten the swindlers are clearly amenable to the criminal law. They should be prosecuted to the fullest extent. Put one or two of them in the penitentiary, where they belong, and there will be an end to the whole nefarious business, which has done more than anything to discredit business colleges.

The particular case we have in mind seems to be an unusually flagrant one. THE JOURNAL is in communication with a number of victimized teachers, citizens, newspapers and supply dealers, and a vigorous effort will be made to bring the swindlers to their stripes. There should be concerted action, and we ask all interested to put their statements in writing and send them to THE JOURNAL. These statements should be sworn to before a notary. THE JOURNAL will contribute a round sum toward the employment of a competent lawyer to take charge of the matter and prosecute the scoundrels. We wish to hear at once from all concerned.

The Young Penman; His Place in the Profession.

BY L. C. HORTON, TRENTON, N. J.

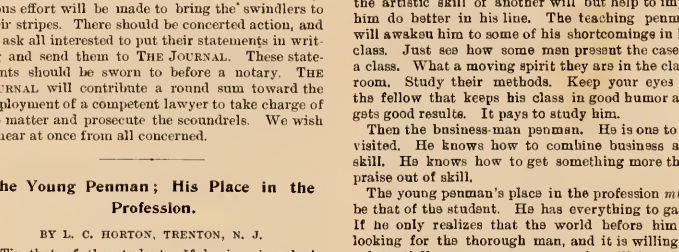
'Tis that of the student. If he imagines he is going to step out from under his teacher's care and take the teaching world by storm he is simply laboring under a delusion. He will do well, indeed, if he will only start right out to study. There is yet more for him to learn than he ever dreamed.

We shall say there are three kinds of penmen: Teachers, Artists, and Business Man Penmen. Let us turn our attention to the teacher. If he expects much of the future he must broaden himself very decidedly. We find that condition in the business world to-day which compels the teacher to be ever alert. A business public says what kind of material it must have to do its work, and that teacher, who can come nearest to preparing raw material for that standard is the man that is wanted. If our young penman wants to be a successful teacher he must fortify himself with something more than a knowledge of script form and movement exercises. He must have a fund of knowledge in store and a flow of language with which to express himself if he would command the attention and respect of an intelligent class of young men and women. If he Weylerizes the English language and fails to make his instructions to a class pointed and thorough, he cannot hope for success. The man with whom he may work will exert a very decided influence upon the young penman. An employer has ideas and notions of his own. Fortunate, indeed, if our penman finds them good ones. Men who have been in the business many years are not likely to change for new ways and ideas. They want their way, and our penman will find it his place to suit them as nearly as possible. And right here is a ticklish point. Contact with some employers will dwarf his possibilities. Better by far to get out and see how other schools do. Don't stay in one school too long (let it be said, if you are in the best that the country affords, stay). Work in different sections of the country. No one could approve of constantly and aimlessly changing positions, but it does seem that work in different schools in various parts of the country is bound to give an experience to our young penman that will add to his usefulness in the profession Putting together the methods learned by teaching in different schools ought to enable him to get results from his class that mean something.

He should visit the artist penman, the teaching penman, and the business man penman. The artist penman will make him feel like doing better work than ever before. There is inspiration in seeing an artist at work. And the result obtained by seeing the artistic skill of another will but help to impel him do better in his line. The teaching penman will awaken him to some of his shortcomings in his class. Just see how some man present the case to a class. What a moving spirit they are in the classroom. Study their methods. Keep your eyes on the fellow that keeps his class in good humor and gets good results. It pays to study him.

Then the business-man penman. He is one to be visited. He knows how to combine business and skill. He knows how to get something more than praise out of skill.

The young penman's place in the profession *must* be that of the student. He has everything to gain. If he only realizes that the world befors him is looking for the thorough man, and it is willing to substantially support such a one, he will be eager to take advantage of every point that will help prepare him for a successful career.



SIMPLIFIED SCRIPT. ACCOMPANYING ARTICLE ON "NEEDED REFORMS IN THE PENMANSHIP WORLD," BY C. P. ZANER.

BARNES' STEEL PENS.

Universally Famed for Their

Made of the best tempered steel, after continuous use they grow in favor until it is most difficult for competitors to effect a change.

FLEXIBILITY, DURABILITY and SMOOTH, EASY ACTION.

We take pleasure in quoting a few selected words of commendation from leading authorities:

"Barnes' Steel Pens have the reputation for giving such general satisfaction that those who have used them look on them as old and welcome friends." THE AMERICAN STATIONER, New York.

"I consider your steel pens very fine." C. E. CORLISS, Supr. of Penmanship, Public Schools, Dennis, Mass.

"They are the best pens I have ever used." S. G. TURNER, Cashier Bank of Swainsboro, Swainsboro, Ga.

"We find them to be as good, if not superior to, any we have ever used." GEO. W. HILL & CO., Wholesale Grocers, Covington, Ky.

A full line of Samples sent on receipt of 10 cts.

A. S. BARNES & CO., Mfrs., 156 Fifth Ave., New York.

The Rochester Business University & National School of Business! sends its Catalogue and Circulars free to those who contemplate pursuing a Business or Shorthand Course of Study. Rochester, N.Y.

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Esterbrook's New Pens

—FOR—

Vertical Writing.

If not, you should lose no time in writing for samples, and then ordering supplies through the stationer.

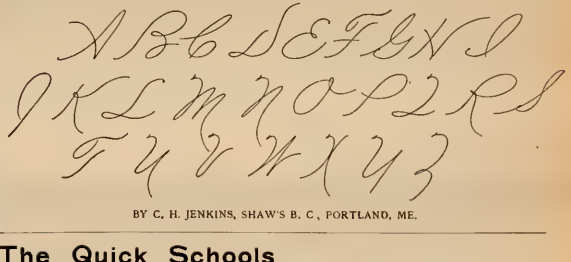
No. 556, Vertical Writer, fine.
No. 570, Vertical Writer, medium.

You will be sure to like them, as they are exactly adapted for their purpose.

The Esterbrook Steel Pen Co.,
26 JOHN ST., NEW YORK.
Works, CAMDEN, N. J.

What we teach in the Gorsline Business College, and call it business writing." Yours truly, W. R. Pitkin

BY W. R. PITKIN, GORSLINE B. C., DETROIT, MICH.



BY C. H. JENKINS, SHAW'S B. C., PORTLAND, ME.

How-To-Say-It
GRAMMAR-CHART.

"Admirably adapted to the needs of the average student, and just the thing for class-drill."
Sample copy sent for four 2-cent stamps.
A 50-cent Vest-Pocket Cyclopedia and a copy of Grammar-chart sent for fourteen (14) 2-cent stamps. Satisfaction, or money refunded. Address
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Extra good quality, 8 x 10½ in., 10 lbs., unruled, wide ruled or ordinary ruled, for $1.10.
500 sheets for 75 cents.
Cash with order. By express or freight (not prepaid)—can't be sent by mail.
AMES & ROLLINSON CO.,
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BUY NO INCUBATOR

and pay for it before giving it a trial.

The firm who is afraid to let you try their incubator before buying it has no faith in their machine. We will sell you ours

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NOT A CENT until tried, and a child can run it with 5 minutes' attention a day. We won .....

FIRST PRIZE WORLD'S FAIR,

and will win you for a steady customer if you will only buy ours on trial. Our large catalogue will cost you 5 cents and gives you $100 worth of practical information on poultry and incubators and the money there is in the business. Plans for Brooders, Houses, etc., 25. N. B.—Send us the names of three persons interested in poultry and 25 cents and we will send you "The Bicycle: Its Care and Repair," a book of 180 subjects and 80 illustrations, worth $5 to any bicycle rider.

VON CULIN INCUBATOR CO.,
Box 814. Delaware City, Del.

The Quick Schools

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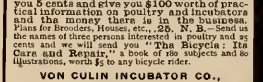

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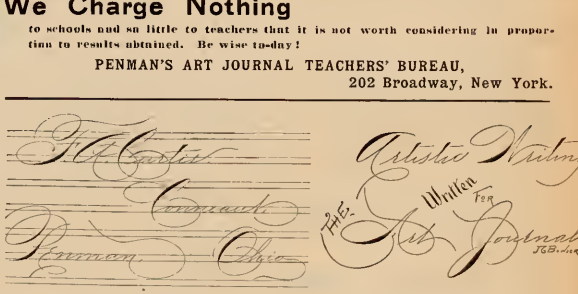

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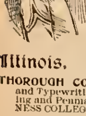

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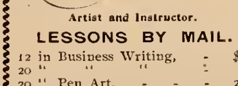

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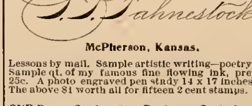

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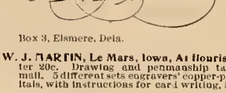

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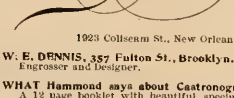

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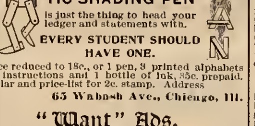

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The 1897 employment season is now open and we have several calls for teachers to begin work Sept. 1st. Many more, of course, will be received during the next six months. Many of the places in the following list are where teachers are wanted at once. Judging from the opening of the season there is every indication of a large number of vacancies the present year. Well prepared teachers (with or without experience) are in demand. There is no call for any other kind. During 1896 we had twice as many calls for competent teachers as we had teachers to fill the places.

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MUNSON.—Ind., also pen.

PERNIN.—Pa., also Ellis Bookkeep.

DAY.—Pa.

DEMENT.—Pa.

NO PARTICULAR SYSTEM.—Mass.; Ga.; Ind., Graham or Pitman and pen.; **Kans.,** pen., com'l, short.; **Neb.,** short. and pen.; **Ind.,** short. and pen.; **W. Va.,** shorthand, typewriting and arith; **N. Y.,** commercial and shorthand; **Conn.,** first-class teacher (man preferred) some non-position system; **Mass.,** Dement or Graham; **N. Y.,** also book, arith etc. **WEST STATE.**—Shorthand, Ellis System Book., law and gram.

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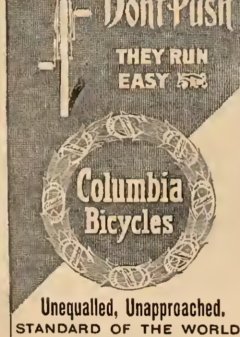

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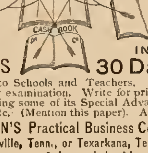

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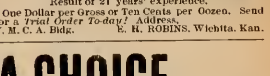

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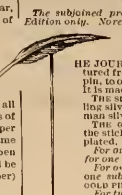

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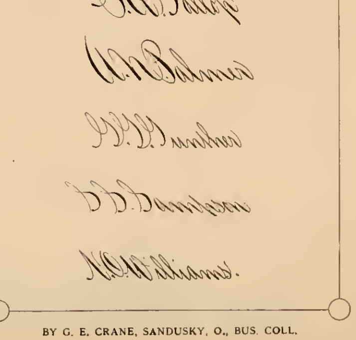

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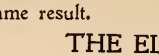

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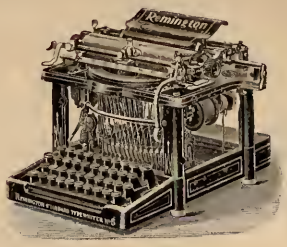

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PUBLISHER,

12 N. Charles St., Baltimore, Md.

Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-in-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, MAY, 1897.

Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 5.

About Finger Action.

A number of Journal readers have written asking if we use any finger movement in our writing. Yes; there is a certain sympathetic action of the fingers in conjunction with the arm movement that is really beneficial in writing, although the tendency with beginners is to use too much finger action. We endeavor to have our students first acquire a free arm movement before much finger action is allowed. The question as to whether or not we shall use our fingers, and just how much or how little, is not the real issue, as many would have you believe. The main point is to teach the pupil to use the arm in writing, and after that has been accomplished he can usually make more rapid progress if the fingers are called somewhat into play.

Loops.

Loops are easily made if the right motion is used in producing them. In the construction of the loop we find the right curve and the straight line. For exercise work we have given the direct oval compact exercise, made narrow; also the oblique exercise. Make these exercises fill one-half large space in height. Do not get careless in practicing the exercises, but work patiently, even if some parts of the work grow monotonous. Now combine the curve and straight line and make the loop, counting "1-2." Bring the second stroke right down to the base line.

One of the principal faults in forming the loop is in making the first line too straight. It should be quite a decided curve, then make the downward line practically straight. The two lines should cross about one-third the height of loop and be careful not to make them too long. Try to shorten the loops. Perhaps a little finger action would help you in making these, but let the main motion come from the arm.

The Foundation.

Unless you can write all the one space letters readily with the muscular movement you will have a very poor foundation upon which to build loop letters.

The "l."

The "*l*" is an excellent drill for concert class work when a number of letters are combined. Count one for each letter and write five without lifting the pen. The word copies will be found valuable to introduce the loop in connection with one space letters. Several pages should be written with each word, and try to maintain a free movement.

The "h."

Start with the loop and finish with the last part of the "*m*." Combine five letters and count "1-2" for each. Whenever the movement becomes cramped, go back to the oblique exercise and work the arm lively. Pay close attention to the word copies.

The "k."

The last part of the "*k*" can better be illustrated than explained. Study carefully the finishing part. Next combine two, three and finally six letters. Count "1-2." Write two pages of each word. Compare your work with the copy often. Look for the principal faults in your work and then do your best to correct them.

The "b."

Spend some time in getting the correct idea of the formation of the "*b*." You will notice the last part of this letter is the same thing as a portion of the "*w*." Combine six and count "1-2." In writing the word copies, try to secure good form as well as a smooth and uniform stroke.

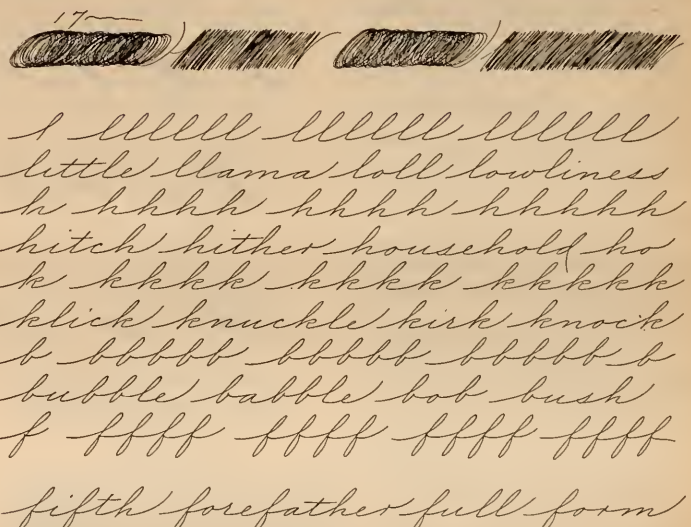
The "f."

"Drill on the oblique exercise and make it just the length of the "*f*." A combination of the loop and the lower part of the "*q*" will produce the "*f*." Count one for each letter and be sure the down line is made nearly straight. In all loop letters some space should be left between the top of the loop and the blue line above. If any letter or word seems very difficult, that is the one you should practice on most.

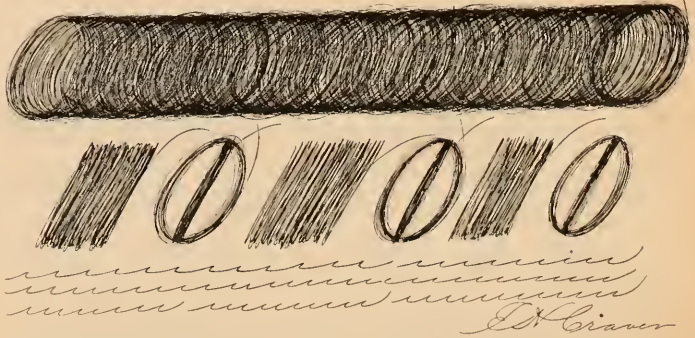
Criticism Column.

[Note.—Please see that full postage is placed on specimens sent for this department. No charge is made to Journal subscribers for criticisms in this column. Should you desire personal criticism, send me 25 cents and a 2-cent stamp and your work will be carefully criticised and returned to you, together with a letter written in my best business style. Address all communications to E. C. Mills, Rochester, N. Y.]

The finest specimens of movement work received for the month come from Mr. E. H. Craver, Ebensburg, Pa. Please notice specimens of Mr. Craver's work engraved and printed elsewhere in this number of The Journal. We hope this



BY E. C. MILLS, ILLUSTRATING HIS LESSON IN RAPID BUSINESS WRITING.



THE ABOVE SPECIMENS OF MOVEMENT WORK WERE WRITTEN BY MR. E. H. CRAVER OF EBENSBURG, PA., AND ARE THE BEST SPECIMENS OF MOVEMENT WORK RECEIVED BY MR. MILLS DURING LAST MONTH. THEY ARE CERTAINLY EXCELLENT SPECIMENS AND WE HOPE JOURNAL READERS WILL DO THEIR BEST TO EQUAL THEM.

ACCOMPANYING MR. MILLS' LESSON IN RAPID BUSINESS WRITING.

work may be an inspiration to others, and that they will try to do as well.

A. B. L., Pine Point, Maine.—You need to practice carefully on the small "c" and also on the final "r." In making the latter and also the "w," do not bring the last stroke down too far. The general appearance of your writing is excellent. Now watch for the little things.

T. H. D., Jersey City.—Your speed work is good. Bring the finishing stroke of a word higher. Come every month if you possibly can.

M. E. H., Teacher, McDowell, Va.—Would that every public school teacher would do the work you are doing in your school. Have your pupils continue to practice on the compact exercises, both large and small, also review all the work in the previous lessons. Your work demonstrates that muscular movement can be successfully taught in the public schools.

Jos. H., Lawrence, Mass.—Writing is better size. Get it down just a little smaller yet. Capital "A" made too wide and round. Wide spacing between small letters very good. Capital "E" shows that too much finger movement has been used. Make it almost entirely with the arm movement.

Gertie D., Mesa, Colo.—Use a lively motion in making the "C." In the first form, the two down lines should be made parallel. Small exercises among the best received.

H. H., Ama, La.—Judging from your practice page, I conclude that you have failed to get the right idea of the foundation work,—the compact exercises. Now begin and do *everything* as outlined in the January JOURNAL before you try anything more, and then I think there will be some hope for you.

Lillian J. B., St. Joseph, Mo.—Your specimens were overlooked last month. Spend more time on the compact exercises. Please send me some of your best efforts on the *small* exercises in February JOURNAL.

L. M. J., Ind.—More drill on small compact exercises and much hard work on small letters in March number.

Mabel, Crosscreek Village.—Make capitals smaller and also continue the small exercise practice. I am sure this kind of work will help your writing.

W. H. W., Corwith, Iowa.—Writing too large and wild. Try to tame the muscles by practicing on small compact exercises. Work covers too much space. *Think* as well as *practice*.

Charlie, Ringville, Minn.—A short time every day spent *properly* in practice will help you, so do not become discouraged if you do not have much time for practice. You have a good foundation. For shaded work. Try Mr. Moore's lessons.

J. E. O'B., Boston, Mass.—First form of "C" made too round. Make very light down lines in compact exercises and more work on lateral exercises.

J. C. T., East Plymouth, Ohio.—By all means begin work on the lessons at once, and send work for criticism regularly.

F. M. R., Rochester.—Use arm movement on small letters first until you accustom the arm to make small forms before you use much finger action.

Sacramento, Cal.—Always write name on specimens. The capital "E" too slanting. Small letters and lateral exercises among the best received.

Margaret M. G., Rockford.—Try the wide spacing given in connection with small letters in March lesson. Omit all shade in plain business writing. Use black ink and a better quality of paper.

P. H. H., Barry, Ill.—"Would you advise me to practice vertical writing while practicing from your course in THE JOURNAL?" No. I do not believe vertical writing would help you any, although if you expect to become a teacher of penmanship, it would pay you to be able to teach both styles.

J. A. P., Hika, Wis.—Do away with "hook" on beginning of capital "A." The small "r" and "s" need to be improved upon. Last work sent in much better.

L. McR., Salem, Va.—Put some hard work on the capitals in the March lesson. Count for these letters and use a steady, continuous movement.

R. M. R., Annex, Va.—Try to follow base line, but do not sacrifice the movement. The "r" and "s" are your weakest letters. I appreciate your kind words.

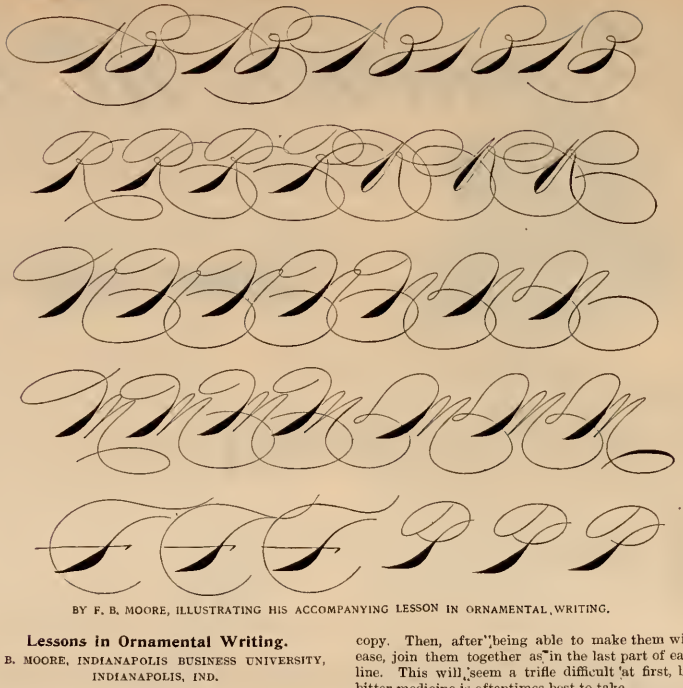
J. L. G., Carbondale.—"Is there any use in finger movement?" Read the text for this lesson. Your small letters are much better than the capitals. Suppose you write a few thousand of each capital in the March lesson.

Harry V. K., New York.—Some of your capital "E's" look as though they were half starved. They are too slim. Make the ovals quite full. Other work good. This kind of systematic practice will make a writer of you, I am sure.

C. H. E., Brooklyn.—You send about 35 pages, all good muscular movement writing on word copies, etc., but in your letter to me the movement was not applied to the writing as well as in the practice work. The 5,000 "C's" as extra work is what I like to see. Endeavor to apply the movement now to all of your writing, even if you do lose something in form for a while.

Wm. M., Brooklyn.—Send more work for criticism. Capitals too large, but your movement is free and easy. Can you spend one hour a day in practice? Come again.

E. C. MILLS.



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

No. 4.

Plate Number Twelve.

In commencing this lesson, let me urge you to review thoroughly the lesson given on stems, since you will find these same stems constituting the principal part of the capital letters before you.

Analyze each letter as nearly as possible by the plan suggested last month; that is, notice if the shade belongs to first, second or third position; observe the size, slant and location of the ovals, and bear constantly in mind the form to be produced and the manner of producing it.

Make the ovals with a free, easy, muscular movement, and the shades with a good dash.

It has been my desire that you shade extremely heavy on the preliminary exercises, in order that you may be able to handle the lighter shades on capitals more artistically and with greater ease. Get a contrast between the heavy and light, as the blending of the shaded and hair lines will beautify your work.

Practice on each letter separately as given in the copy. Then, after being able to make them with ease, join them together as in the last part of each line. This will seem a trifle difficult at first, but bitter medicine is oftentimes best to take.

Joining capitals and weaving them together in various ways is something that will train the eye, strengthen the movement, and will give control to the arm.

The shades in the presented stems commence on the lower half, the widest part being near the base line, or known as second position.

In making *M* and *N*, be careful that your pen does not strike the shade when you start the second part. These letters should be rounded at the top, and the downward stroke made on main slant. Work for symmetry, simplicity and to have each letter as graceful as possible. The day is past when the flourish burdened capitals are most admired.

Plate Number Thirteen.

To accomplish the end in ornamental penmanship the small letters must not be neglected. Therefore do not fail to give them their share of attention and practice.

In the loop letters presented I should advise using muscular movement for the first space and finger or combined movement above. The upward stroke of all loops should be a curve, and the downward stroke almost a straight line. Have the widest part of the loop in the center and notice that the turn at the top is round.

In shading be very careful to have it below the cross in the *l* and *b* and in the last downward stroke in the *h* and *k*. Do not overlook the little tick stroke on *b*, and be sure that the last part of the *h* is round at the top.

One of the chief essentials in small letters is to keep them of uniform height and slant.

Practice on these letters first separately, then group them with one space letters. Keep them small and end each group with a long curve.

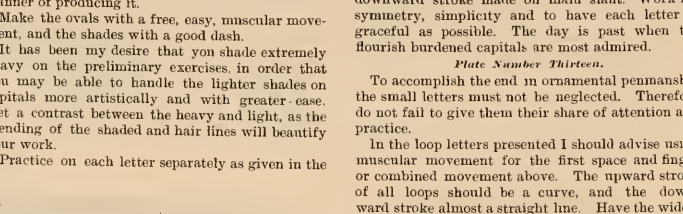
In all your work be as exact as you can and do not practice without an aim.

Criticisms.

T. L. S., Bradford, Pa.—Your work looks stiff; probably caused by the use of a stiff pen and having too much clothing on the arm. If you have no Principality pens, send 90 cents to Indianapolis Business University for one-fourth gross. Roll up your sleeves and practice on one copy at a time. Shades are too high and too light on stems. There is a creditable future before you, but needs brightening with hard work.

Earl, Age 14.—Your movement is excellent, and work is best I have seen from one of your age. Yes, I think you can become a good penman without farming experience. Work

13.



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

faithfully on *B* and *F* stems; shade is too high; make flat oval larger; *W* stem is good.

L. B. D. A., Oil City, Pa.—Shade low, and have upper third of all stems a hair line. Make flat oval of *B* stems larger, and throw the downward stroke of *F* stem a compound curve. Work on *W* stems is the best received. Get the same dash and clip on all other work.

H. H., Ama, La.—Paper is poor and ink too pale; good material essential. Arm yourself with an oblique pen-holder and an elastic pen. Send me four pages of shaded ovals each week. Review thoroughly previous lessons.

Jos., Hika, Wis.—Movement good; give more attention to form and location of shade. Send four pages of stems weekly until mastered. Make flat ovals larger, and have more respect for the base line.

William, Auburn, Pa.—Capital letter O is too slanting; downward stroke of *A* should be a curve. Do not try to shade around short turns.

George, Omaha, Neb.—No not be afraid to work. Read February and March lessons at least a dozen times. Take off your coat, roll up your sleeves, and stick to the exercises as if you meant to do something. Write on every line and fill every page. See how many pages you will have for the market should they be worth $1 each next month.

Fred, Wabash, Ind.—I like what you say,—thanks. Give more attention to the positions of ovals and shades. Do not make capital *C*, *D*, *O*, and *H* sharp at the top; caused by slacking the motion. Keep work more compact, and send several pages of each letter so I may receive it by the 16th. Study arrangement of Mr. Apple's work last month.

Clarence, Newman, Ill.—Ques. "How much time should be devoted to practice?" Ans. About the same amount of time the average dude spends in smoking cigarettes—every opportunity.

H. J. M., Wilmington, Ohio.—Study details more; work tissue paper plan to impress upon your mind correct form. In practicing the minimum letters, avoid angular turns, and have long spacing between letters to strengthen movement.

E. L. D., Cincinnati, Ohio.—Movement poor; have ovals two-thirds as wide as long. Do not stand flat ovals on end; long way should be parallel with base line. Your capital *O* shows inability to execute smoothly the shaded oval exercises. Take up a systematic plan of practice.

E. B. S., Burlington, Iowa.—Ques. "Why shade so heavily?" Ans. It overcomes a tendency of making sluggish lines, develops dash, grace and movement acquired in no other way, and enables one to handle lighter shades more artistically when occasion requires.

Howard, Age 16.—What you say is good, but what you do is wrong. Have failed to study instructions and stay with one copy at a time, haven't you? Do not try to shorten the road to success by cutting across lots. Too many wire fences to climb. Notice criticism on George.

C. W. F., Springfield, Ohio.—The widest part of shades in your capital letters *A*, *C*, *D*, *H*, and *O* extends too low. Remember they are first position shades and should not extend below the base line. Slant and uniformity are essential.

E. C. R., Grand Rapids, Mich.—Do not waste energy on capitals. Send me ten pages of flat ovals, and several pages of heavy shaded ovals and stems. Then try your hand on the capital letters and see what you have gained.

A Good Handwriting
What It Is and How To Get It
A Symposium

What constitutes a good handwriting and what is the best method of acquiring it, are important points that are given a great deal of attention by students and teachers of writing everywhere. In conformity with its plan to do the greatest good to the greatest number, THE JOURNAL has solicited opinions on the principal points from many leading teachers and writers and has been presenting them for several months past; prints some in this issue and will print more of them in the near future. The idea is to get a large number of opinions, with reasons, and to see wherein they differ or agree. The whole matter is thus summarized and is condensed into the least possible space. This is by far the most comprehensive collection of opinions on this subject ever printed.

There are many more excellent articles in type that have been crowded out from time to time owing to a press of other matter. If our friends who have contributed articles to this symposium will be patient we shall print all the articles in their turn.

The questions to which these articles are responses are as follows:

1. (*a*) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)
(*b*) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position*, *speed*, *movement*, etc.)
2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
(*a*) Body.
(*b*) Hand and pen.
4. Name the best movement and give your reasons.

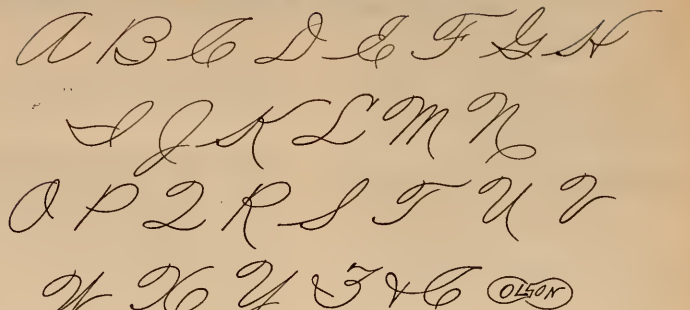
Respectfully,
PENMAN'S ART JOURNAL.

Brief and to the Point.

1. (a) Legibility, Freedom of movement, Uniformity of slant and height, Speed.
(b) Position, Movement, Form, Speed.
2. The movement of the arm rolling upon the muscles of the forearm, propelled by the muscles of the upper arm. The muscles of the forearm act as a cushion, the arm forming a bridge from them to the ends of the third and fourth fingers.
3. Care of health dictates that the natural position of the body must be preserved while writing. The body and head should be nearly erect, only inclined slightly forward. The position of the hand should also be perfectly natural. Each finger resting against the next making the hand a compact solid body and resting upon the nails of the third and fourth fingers. The pen should be held between the end of the thumb and the first joint of the second finger, the first finger resting down on top of the holder.
4. A pure muscular movement for Capitals and single space letters, combined with a slight finger movement for extended letters.

G. E. SNYDER,
Wood's Bus. Coll., Shenandoah, Pa.

Business Writing Teachers' Open Court.



BY J. C. OLSON, STANBERRY, MO., NORMAL SCHOOL.

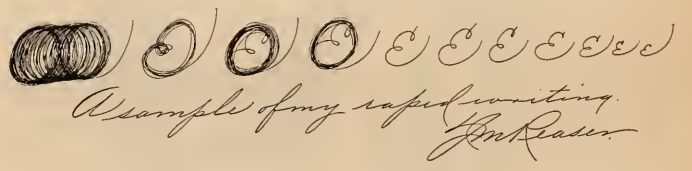
Troy, N.Y. Mar 7 97

Friend Kinsley:-

This is a fair specimen of my business writing "simplified" style. I am sure it is business like.

C E Towne

BY C. E. TOWNE, KENNEBUNKPORT, ME.



BY I. M. REASER, DOVER, N. J. BUS. COLL.

Dover, Del., Dec. 28-96.

Mr. Daniel Dooling,
Denver, Colo.

Dear Sir: Your account of $75.00 is long past due, and as we have a number of bills to pay, within the next ten days, we are compelled to ask that you give this matter your immediate attention.

Yours truly,
Dunham and Doering
M.

BY W. J. MARTIN, LE MARS, IA., NOR. SCHOOL.

An Irish Educator.

The Irish Lecturer—The superiority of the old architecture over the new is beyond question, for where will you find any modern buildings that have lasted as long as the ancient ones.—*Tit-Bits.*

Penmanship and Drawing For Public and Graded Schools.

PUBLIC SCHOOL WRITING CONTEST.

Last Call.

All specimens intended for THE JOURNAL'S Public School Writing Contest must be in the hands of the judge, Chandler H. Pierce, Supervisor of Writing, Evansville, Ind., by May 10th.

QUESTION AND ANSWER DEPARTMENT.

(For Public Schools.)

CONDUCTED BY CHANDLER H. PIERCE, SUPERVISOR OF WRITING, EVANSVILLE, IND.

(All questions for this department should be sent direct to Mr. Pierce.)

The following questions are from *Macon, Ga., and Ionia, Mich.*

1.—Do you teach movement? *Ans.* Most emphatically I DO.

2.—Do you teach *muscular* movement? *Ans.* If forearm is regarded as muscular, yes.

3.—Do you teach the *combined* (the harmonious union of the forearm and fingers) movement? *Ans.* Yes.

4.—Do you teach the finger movement? *Ans.* YES.

5.—With what grades? *Ans.* All children must begin writing by the use of their fingers.

6.—*Ans.* With some designs the whole arm in its incipiency cannot be ignored.

7.—In what grade do you consider it most practical to begin teaching movement? *Ans.* In what grade do you consider it most practical to begin teaching arithmetic?

"Lateral motion" precedes movement proper the same as "number" precedes arithmetic.

I make its application from the very beginning with the second grade while introducing the figures in concert drill. Glide one, glide two, glide three, glide four. Repeat.

—1—1—1—1—1—1—1—1—1—1—
—0—0—0—0—0—0—0—0—0—
— 6—6—6—6—6—6—6—6—6—

and so on through all the figures.

Not until all the figures have been passed and reviewed and perfect TIME, with fair form secured, do I attempt the letters.

The glide should be of sufficient length to force the arm to move, and great care should be taken to impress the child with the idea that the *arm* produces the horizontal line and the *fingers* produce the *figure*.

Lateral action can be introduced in the letters with equal skill.

Note.—As soon as I have sufficiently recovered from the accident, will give lessons through THE JOURNAL illustrating my methods.

8.—Good "*form*" in rapid legible writing depends upon the *width* of letters and not height, hence "*lateral action*" is second to nothing else. It must be secured, else a thousand ills will multiply. Legibility is the product of spacing between letters, and spacing comes from lateral action.

Not to teach it is a grievous fault. That it is not taught and its importance not understood is evident.

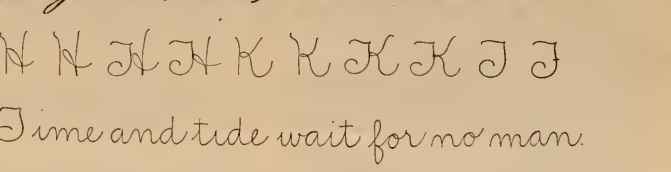
The work of the second grade (which is the child's second year in school) is to pass over all the figures, small and capital letters, including words. Done through our method of concert drill. At the beginning of the *third* year the child begins all the work again upon an *individual* basis and is *checked* over the ground as provided in *Program "A,"* which thoroughly prepares for the work in *Movement* proper.

We have pupils at 9 and 10 doing *well* in the application of the combined movement.

I would not think of teaching *movement* in its *strictest* sense without a knowledge of *form* first.

Grammar without its application is like movement without its application. Knowing how is everything.

With proper methods and a *live* teacher, wonders can be accomplished in *15 minutes* per day in lower grades. Twenty minutes is far better, and 25 to 30 for the intermediate and grammar three times per week.



BY HARRY HOUSTON, ACCOMPANYING HIS LESSON IN VERTICAL WRITING.

I would caution those desiring to ask questions that they study carefully the ground gone over, and if not clear, by all means refer to and if necessary will make it a personal matter. I must always be brief, so I do not say all I mean the reader to infer. Read between the lines.

Western Drawing Teachers' Association.

From April 21 to 23 the city of St. Louis, Mo., was the Mecca toward which all the Western drawing teachers and supervisors turned for aid and inspiration. The occasion was the fourth annual meeting of the Western Drawing Teachers' Association, which has taken deeper root, spread out wider branches and made a firmer stand in the educational world than ever before in its history.

The International Kindergarten Union held its second annual meeting in the same place April 20 to 22, and this enabled many who wished to attend both conventions to do so without extra expense. There has always been a strong bond of fellowship between these two bodies of educators, and this arrangement helped to bind them more strongly together.

A joint meeting was held on the evening of April 21, at which Mr. Patterson DuBois of Philadelphia and Mr. James L. Hughes of Toronto, Canada, gave able addresses. On Thursday evening, April 22, the citizens of St. Louis gave a reception to the delegates in the parlors of the Southern Hotel. On all sides the delgates were met with cordial hospitality and all the arrangements were most delightful.

The meetings were held in the auditorium of the new High School building corner of Grand avenue and School street.

The program, with few exceptions, was carried out as planned. Perhaps no papers were more enjoyable and instructive than those of Mr. Hughes and Mrs. Lucy Fitch Perkins. Much to the delight of the audience, this latter paper was accompanied by sketches on Manila paper made by Mrs. Perkins while the people watched her.

The exhibit reminded one of the educational department in the Liberal Arts Building at the World's Fair. It was arranged in the corridors on three floors of the spacious building and covered 25,000 square feet. As about sixty-five places sent work, it was the largest and finest exhibit of the kind ever held in the United States.

Detroit was chosen as the place for the fifth annual meeting.

Mrs. H. E. Riley was elected president, Mr. George L. Schrieber of Chicago vice-president, and Miss Lizzie Hughes of Whitewater, Wis., secretary and treasurer.

The papers and discussions are being printed in the annual report, which may be obtained by sending 50 cents to the retiring secretary, Miss Frances E. Ransom, East Saginaw, Mich.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

No. 5.

Review and Some Additional Pointers for First Grade.

Before discussing the work for the second and third years, that outlined for first year in the last article will be reviewed and a few points added.

Children should begin with words rather than letters or principles. The writing should be large, written at blackboard if possible, using the whole arm movement. After from three to five months introduce paper, ruled with lines about five-eighths of an inch apart. Do not expect a high degree of accuracy, as this would require a closer application and a more detailed study of the letters than is best for children five or six years old. Pen and ink can be used with good results in the first grade, but it is not believed that the results are compensatory for the extra amount of nervous energy necessarily expended. If slates are still in use, turn them so the long sides of desk and slate are parallel. If they are ten or twelve inches long, write on the right and left half separately. Give as little writing or copying as possible unless it is done under the supervision of the teacher. In this way the child can be guided so as to prevent forming habits of making the letters incorrectly.

Second and Third Years.

The writing lessons for the second and third years in school should be devoted largely to the study of the forms of the letters, to the proper and uniform spacing between letters and words. The children have now become accustomed to using the writing materials, and are old enough to make a more careful study of the letters. To aid in acquiring a uniform handwriting, paper or copybooks ruled with base line and head line should be used. It is not necessary to use paper ruled with all of the spaces and one objection to it is that pupils are apt to form a habit of making the loop and capital letters extend from one line to another on whatever paper they are using. It is believed that too much of the spaced ruling has been used, and that it has been

ACCOMPANYING LESSON IN VERTICAL WRITING. (ILLUSTRATING INCORRECT FORMS.)

used in the upper grades where it has been a hindrance instead of an aid. Where none is used, however, pupils are apt to be more careless, and it is more difficult for them to make letters of proper proportions and is therefore more difficult to write a uniform hand. Use pen and ink, and where copybooks are used they may be introduced the second year.

Movement.

Teachers of penmanship who are not teaching young children and inexperienced teachers are very apt to advocate the use of muscular or forearm movement for all grades, and make it the most important part of the work. As a rule, teachers who have had a few years' experience in teaching young children believe that the study of form is the most important part of the work, and that the finger movement is the principal one to be used. If proper position and pen holding are maintained, and the forms thoroughly learned, when children become old enough and large enough to use the forearm movement they will not have everything to do over again, as is sometimes stated.

Some Faults That Creep In.

After a few months of writing the vertical style there will be a tendency to make the turns too broad and the upward strokes too straight. This will be true, especially, if the emphasizing of certain points that were necessary at first has been continued. In the third article, the mistake of making too narrow turns and too slanting upward strokes was spoken of. If broad turns are emphasized too much, and they are apt to be, the writing will begin to appear like the first words in the incorrect forms. When the turns are too broad the upward strokes must be placed in a vertical position in order to prevent the letters from being too far apart and the writing of a sprawling hand. If upward strokes are vertical the writing will have either a square, blocky appearance or there will be a tendency to a backhand. If we begin the loop letters on the base line and make upward strokes vertical, as shown in the incorrect forms, it will be impossible to produce vertical letters. Avoid the extremes shown by the word *cane* by sloping the upward strokes a little to the right and by making medium instead of either the broad or narrow turns.

The lesson this month consists of four capital letters and sentences. The first part of *H* and *K* is the same as first part of *M* and *N* and some of the other letters. The second stroke in *H* is curved slightly. Finish the letter so it can be joined to a letter following it. This latter is usually the most difficult part of the letter for children. The second form of *H* can be easily learned after making *F* and *T*, but it is not believed to be as practical as the first. The most simple form of *K* is where the second downward stroke is a simple instead of a compound curve. The small loop in the middle is in a horizontal position. The compound curves in *F* and *T* make them more difficult for young children than many of the other letters. The tendency will be to curve the top part and the downward stroke too much. The sentences will illustrate what has been said in regard to the slant of the upward strokes, the turns between the letters, and the general proportion of the letters.

Drawing in the New York Schools.

Representatives of the Fine Arts Federation appeared before the Committee on Instruction of the Board of Education to ask that they be allowed a voice in the appointment of the supervisor of drawing in the public schools. The federation includes the National Academy of Design, the National Sculpture Society, the Architectural League, the New York Chapter of the American Institute of Architects, the Society of Beaux Arts Architects and the Municipal Art Society.

The board has concluded that a supervisor of drawing is needed, and also supervisors of singing, one man and one woman. Frank Damrosch, a brother of Walter Damrosch, is a candidate for supervisor of singing. Both subjects will be considered by the board at its meeting today. The report of the committee having in charge the course of instruction for high schools will also be discussed.

What Prompted It.

"Himmel!" exclaimed the coroner, "somebody schtole mine bottle of ink!"

And he started on a wild hunt about the office for it.

It was this which prompted the City Hall reporter to remark:

"This is what I call a genuine coroner's ink quest."

LESSONS IN DRAWING.

BY A. C. WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN. ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

Number 5.

Drawing in Higher Grammar Grades.

No course of study can be planned which will be suitable for all schools. Work which in one school or system of schools would be adapted to fifth year pupils might in others be too difficult for seventh or eight grades.

The environments and previous instruction of children should in a large measure determine the character of the work given. While all may be taught the same fundamental principles of drawing, different localities will require different applications. A course of study in drawing meeting every requirement in one of the manufacturing cities of Rhode Island or Massachusetts would, if transplanted to Mossy Creek, Pa., or Prairie City, Texas, be as much out of place as a silk spinner in a coal mine or a glass blower in a cornfield.

Don't teach anybody's "System of Drawing," teach drawing. Use any books you like or nobody's if you prefer, give the children under your charge what they need regardless of where you get it, and you will be teaching the best system of drawing in the world. The poor work done in penmanship and drawing in many of our schools is the direct results of following some one's system whose plan is as far removed from the needs of the school as is the author from that particular locality.

Perspective Drawing.

A great many teachers approach this subject with fear and trembling, with a confused idea of station points, picture planes, vanishing points, foreshortened surfaces, visual rays and other like technical terms rising before them.

Stripped of all technicalities Perspective drawing is the representation of objects as they appear to the eye, and children should be taught to distinguish between the appearance and the facts of objects. The difference can best be illustrated by using simple geometric forms, and the whole matter may be summed up in the general statement that the further from the eye of the observer any object or part is removed the smaller it appears. Pupils should be led to see this, not merely taught such is true. By holding a book horizontally in front of and a little below the eye, pupils can readily see that the back edge appears shorter than the corresponding front edge and that the upper surface appears much narrower from front to back than it really is. A hoop held horizontally on a level with the eye appears like a horizontal straight line, and by raising or lowering it it appears as an ellipse of varying proportions. To awaken this first impression of the appearance of objects is the most important work of a teacher, and nothing but a great amount of actual experiment on the part of teacher and pupil will secure this desirable result.

Children should be encouraged to make sketches of simple objects which they may find at home or elsewhere. Boxes, baskets, vases, vegetables, leaves, flowers, sprigs of foliage—in fact, anything of a simple nature may be studied and drawn to the educational advancement of the child. The stump of an old tree or the corner of a woodshed may furnish more interesting and instructive material for a class of children than all the reproductions of Byzantine ornaments which could be crowded into a twenty-four-page drawing book.

Working drawings should not be studied in connection with free hand perspective for various reasons. The first is that in the latter no work should be done by using any mechanical means, depending on the eye alone for form, while in the former everything should be done by the aid of mechanical tools, depending upon the eye for nothing. If there is a teacher who can instruct a class of fifth or sixth year children one month in drawing, using rulers and compasses, and get absolutely free hand work in pictorial drawing, the following month his power of discipline is greatly above that of the average. The confusion of ideas which naturally results from the study of two lines of work so very different, produces some very startling effects when an object is placed before a class to be sketched. One half of the drawing may be made according to perspective principals and the rest according to methods followed in working drawings. There is no relation between the two branches except in the fact that in both lines are used to limit surface and represent edges. By letting the subject of working drawings follow a thorough drill in the appearance of objects, much of the difficulty which has attended the teaching of these two widely different lines of drawing together through several years will be avoided.

The best results of a teacher's labor are never exhibited. The prize drawings or compositions hung on the walls at public exhibitions never represent the best work of the teacher. Frequently the work shown is the work of a child who would have done good work under any circumstances.

When a teacher takes charge of a faint, half-starved, almost shriveled germ with but a speck of life, and by watchful care and kindness gradually

DRAWING BY G. W. WALLACE, FAIR OAKS, CAL.

brings it into the light and sees it develop into a reasonably healthy plant, she has done her best work, though it is never exhibited.

Training the Young Idea.

One cannot be surprised at the slow progress of education in certain parts of ——, where a visitor to that

BUSINESS TERMS: "TWO OFF—TEN DAYS."

State recently heard a rural school teacher say to his pupils:

"Come, come, young 'uns, can't you set up a little more erecter?"

And when a tardy pupil came in and lett the door slightly njar, the teacher said sharply:

"You go back and shev that there door shet!" after which he said, apologetically, to the visitor:

"I try to learn 'em manners, but it's derned uphill work."—*Harper's Bazar.*

Recent Public School Book Adoptions.

Writing.

Shaylor's Vertical Round Hand Writing.—Beardstown, Ill.
Univ. Pub. Co. Series of Copy-Books.—Etowah Co., Ala.
American Vertical Copy-Books.—Long Island City, N. Y.
Spencerian Vertical Copy-Books.—Peekskill, N. Y.

Drawing.

Cross' Drawing.—Beardstown, Ill.

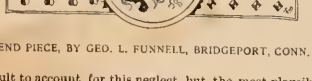
Commercial.

Shaw's Business Forms and Elements.—Etowah Co., Ala.

Penmanship in the Public Schools.

BY C. C. AUSDERMAN, BOONE, IOWA.

It is astonishing that in this enlightened age, when all other branches of education have made such rapid strides, both as regards development in themselves and methods of instruction, penmanship has been, comparatively speaking, almost entirely neglected; and in the vast majority of our public schools it actually receives less attention than it did fifteen or twenty years ago. It is difficult to account for this neglect, but the most plausible explanation is, the people have been beguiled into easy acquiescence by an unprincipled set of so-called educators who fastened the vicious copy-book system upon the public schools, and because of their monopoly in furnishing the copy-books stoutly resisted any innovation that might lessen the golden stream pouring into their capacious pockets.



END PIECE, BY GEO. L. FUNNELL, BRIDGEPORT, CONN.

Upon the pretense of advancement in education the copy-book was introduced into the public schools, and as it gave the teacher less work by saving him the trouble of setting copies, and as the perfectly engraved copies were supposed to be a great improvement, the people were soon lulled into the innocent belief that something had been accomplished. Truly, something was accomplished. The cold, dead copies which the pupils were taught to draw (if ever taught), and which they never saw equalled or even approached in actual writing, by reflex action deadened all their efforts and never produced a practical handwriting since they were invented This may seem like a broad assertion, but we defy any one to show us a practical handwriting learned from the copy book.

Thus the pupil was worse off than before. Formerly there was some effort made to teach writing, and the live copy presented by the teacher was an incentive to the pupil, and there were really many fine penmen among our ancestors, though their penmanship would not stand the test of rapidity so essential in these modern times in the business world.

After considerable experience and observation in the public schools, business colleges and actual business life, and a full opportunity for comparing methods and results and the needs and requisites for business writing, we feel justified in applying the term *vicious* to a system of penmanship which produces such disastrous results. It is now in order to specify these results, or charges, which, however, upon reflection, are apparent to an intelligent observer.

The rule has been to place the copybook into the hands of the pupil with little or no instruction, and for the rest of his school life, ten or fifteen years, he struggled hopelessly on in a vain effort to learn to write. It is well known that the great majority of the pupils turned out from the public schools in the past could write (?) nothing but a miserable scrawl. So notorious in this fact that among certain educated classes the worst combination of unlecipherable hieroglyphics is considered a sign of culture, and "the worse the better." This is deplorable. When such an important branch of education has thus degenerated when it ought to have improved, evidently something is radically wrong. The shades of Thomas Jefferson and John Hancock must grieve to see such a state of affairs.

The little instruction that might be given consisted principally of an injunction not to write too fast, and if, perchance, a pupil learned to draw a good form, the speed would make a snail swell with pride at his vast superiority of motion. A case in point which came under our own observation was that of a young lady who, though she made a good form, wrote at the break-neck speed of two and three lines in twenty minutes. After learning to draw thus, were rapidity attempted the form would disappear more quickly than a haystack before a Kansas cyclone, and such a handwriting is absolutely worthless for business.

While by some of the old methods little or no teaching is done, on the other hand an attempt has been made to give the subject special attention by placing a text-book in the hands of the pupil. If the former method is vicious this would be classified as incorrigible. In conversation with a victim quite recently our opinione were fully corroborated, and indeed the actual facts were worse than we had anticipated, for, as he said, the pupils were given more theory than practice. Yet the authors and promoters of such a method have the audacity to style themselves educators. What consummate presumption!

But the chains of bondage have at last been burst asunder, and some of our schools, more especially in the cities, have taken advantage of the opportunity and adopted a system commensurate with the advancement of civilization and adapted to the requirements of modern business, while the great majority, benumbed almost into insensibility by the shackles of the old methods, have as yet made no effort toward improvement, but are dragging wearily along, apparently unconscious of the fact that we are on the threshold of the twentieth century.

The business colleges, however, are far in the van, and have, almost without exception, adopted the modern system of rapid writing. They are in close touch with the business world, well acquainted with its needs, and they would not dare teach the old slow methods any longer. They are accomplishing a wonderful work in this line, for which they are not given due credit, but in a few years, when our educational system, in all its ramifications, shall have followed their example, which they must, and there are special teachers of penmanship for all the schools, which the business colleges will be called upon to furnish, thus making them a more important factor in public education, then will they be looked upon as the pioneers in the most important educational reform of the century.

A large number of our literary colleges have also abandoned this soon-to-be fossiliferous educational remnant and adopted the modern system, and their number is rapidly increasing every year, as is indicated by the increasing demand for special teachers of penmanship. The public schools will be the last to profit by this reform, but better late than never.

It is not our intention to give a full description of our system, as the limits of this article will not permit, but shall merely give a hint. The most radical difference between this and the old methods is speed, and may be termed the foundation of our magnificent structure. We teach rapid speed from the beginning, which we keep up throughout the course, and is to the old method as an express train is to a lumber wagon. Another radical departure is the movement, which we call muscular or forearm, consisting of the hand and forearm moving as a whole on the muscles between the elbow and wrist, with the tips of the third and fourth fingers sliding over the paper and describing the same motion as the point of the pen. This, however, is not as important as the speed as regards teaching, for it is claimed by some penmen, with very good reason, that the movement will be a necessary result if the proper speed is maintained. But the movement must be acqured at any rate.

Special emphasis is given to the importance of keeping up the speed from the beginning, for, though a good form cannot be expected at first, or until the proper correlation is established between the hand and brain, it is found by experience that the form will be acquired much sooner than with a slow motion, and the speed learned at the same time makes such a handwriting infinitely more practical and valuable than one obtained by the old, laborious methods. We also use a very simple yet comprehensive analysis, but do not attach very much importance to this feature. The pupil's time is too precious to be wasted in unnecessary theory. Example is better than precept.

For a time this system was thought to be, even by its supporters, not practical for children, but experience has amply demonstrated that it is as well suited to them as to older pupils. It is absurd to teach children one system at first, then later compel them to learn another. An old educator being shown specimens of writing from a class of children of eight to twelve years of age, was perfectly astonished and could scarcely believe such results were possible; he had never seen the like before. And, indeed, it is not possible to produce such results by any other method.

PEN DRAWING, BY FRED. P. MENTZER, LANCASTER, PA.

So there is every reason for adopting this modern system, as the old copy-book methods have not one single redeeming feature. We confidently assert, without fear of succeeful contradiction, that the average pupil will learn to write better and more rapidly in six months by our system than he can in ten years by the old methods. Speed the day of emancipation.

The Cow's Moo.

A very small girl was learning to write. Her teacher ruled the slate and set her "copies," and Lucy took great pains with the pot-hooks and round o's with which she began. One day the teacher set down something new for Lucy to copy—M-o-o, Moo.

"What is it?" asked Lucy with a puzzled look.

"That is 'Moo.' The noise a cow makes, Lucy. See, it is made up of pot-hooks and round o's, just what you have been learning on."

So Lucy sat down and prepared to copy "Moo." But she did it in a queer way. She made an M at the beginning of each line, and followed each M with a whole string of o's all across the slate, like this, Mooooo.

"But that isn't right, Lucy," said the teacher, when the little girl showed her the slate. "You must copy the word as I have written it. So—Moo."

Lucy looked at her teacher's copy, and then at her own attempts, and then she shook her head decidedly.

"Well, I think mine is right, Miss Jones," she said, "for I never saw a cow that gave such a short 'Moo' as you wrote down!"—*Exchange.*

SIGNATURE OF A BOSTON FIRM. WHO CAN TRANSLATE IT?

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, MAY, 1897.
NEWS EDITION.

MIRROR OF THE PROFESSION
NEWS, VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— Recent JOURNAL office visitors were: D. E. Johnson, Troy, N. Y., B. C.; W. N. Simpson, Baker Univ., Baldwin, Kans.; Sebastian Speer, New York; Mr. and Mrs. E. E. Childs, Childs B. C., Springfield, Mass.; Geo. A. Jewett, Duplex Typewriter Co., Des Moines, Ia.; Miss Rose A. Dugan, Special Teacher of Penmanship in Suburban Schools, Bangor, Me.; Frank B. Rutherford, Gregg Shorthand School, New York; S. C. Williams, Rochester, N. Y., B. U.; E. E. Ferris, Eagan's School of Bus., Hoboken, N. J.; F. O. Strong, Hoke Engraving Co., St. Louis, Mo.; S. A. Phillippy, Coleman's B. C., Newark, N. J.; N. B. Prouty, International Correspondence School, Scranton, Pa., H. A. Spencer, New York.

— New schools lately brought to THE JOURNAL's notice are the following: Coll. St. Francois Xavier, L'Islet P. Q., Bro. Maximien, pen.; Com'l dept. Buffalo Gap, Tex., Coll., Perry Thompson, Pria.——Lockyear's B. C., Evansville, Ind., M. H. Lockyear, Prin. and Prop.——Bath, N. Y., B. C., A. J. Warner, Prop., D. E. Waltman, Prin.——Porter's B. C., Ozark, Ala., J. E. Porter, Prin.——Gloucester, Mass., B. U., E. L. Glick, Prin. and Prop.——Little Falls, N. Y., Bus. School, H. J. McShea, Prin.——Mott's B. U., Tonawanda, N. Y., W. Miller, Prin.——Mahan's Com'l Coll., Denison, Texas, W. W. Macbeth, Prin.; Montcalm School, Montreal, Canada.

— Glaze & Reynolds are the new principals of the Dallas City, Ill., B. C.——Berkey & Dyke have disposed of their school at Elyria, O., to J. L. Elicker.——O. E. Olstad has consolidated his penmanship dept., in the S. E. Olson Co's Dept. Store, with the Minneapolis Writing School and Coll. of Pen Art, with office, 250 Syndicate Arcade, Minneapolis, Minn.——The bus. dept. of the Yarmouth, N. S., B. C. is closed on account of the sudden death of the prin., J. N. Walsh; Mrs. Georgia A. C. Walsh, the late principal's widow, is conducting the shorthand dept.

— Porter's B. C., Valdosta, Ga.; the com'l dept. of Friendship Acdy. and Union Free School, Friendship, N. Y.; Arkadelphia, Ark., B. C.; Moorland's B. C., Little Rock, Ark.; Creston, Ia., B. C., and Wilmington, N. C., C. C., have been closed.

— *The Christian Endeavorer*, published at Chicago, in a late issue gives a column write-up to the Los Angeles, Cal., B. C., and is particularly complimentary on the work done by E. R. Shrader, Pres., E. K. Isaacs, Vice-Pres., I. N. Inskeep, Secy., and Ellis Le Master, Asst. Mgr. bus. practice dept.

— Clarence E. Spayd, the well-known author of "Lessons in Penmanship" and also "Complete Manual of Commercial Penmanship," who has been a liberal contributor on the subject of business writing, is now the editor of the *Daily Star Independent* at Harrisburg, Pa. He has entered the broad and useful field of journalism, but enjoys the reputation of preparing copy which can be read without the aid of an interpreter. Editors, as a rule, write a miserable scrawl, but Mr. Spayd's easy-running hand must be a delight to the compositors who set his "copy." He was a success as a teacher of penmanship and as an author, and as an editor he has displayed exceptional skill and still keeps in touch with the artists of the quill by being a regular reader of THE PENMAN'S ART JOURNAL, which, he says, is one of the most interesting of the hundreds of papers he reads.

— E. T. Martin is prin., E. L. Martin teacher of penmanship, E. T. and E. L. Martin and C. A. McFadden teachers of com'l branches, Mrs. R. S. Lundy teacher of shorthand, in the Ga.-Ala. B. C., Macon, Ga.

— The leading article on the front page of the Lowell, Mass., *Sun*, April 5th, was entitled, "Edison's Star Invisible," and was written by T. M. Graves, the well-known penman of that city. There is a portrait of Mr. Graves and a large engraving showing him searching the heavens through his fine six-inch telescope. The phases of Venus are also illustrated and the article is decidedly interesting throughout.

— W. J. Amos, Prin. Com'l Dept. Merrill Coll., Stamford, Conn., has favored us with an invitation to the annual reception of the Alumni Assoc. on Friday eve, April 30th, in the Town Hall. Local papers speak of it as having been a very enjoyable event.

— J. F. Fish, Secy. of the Spencerian B. C., Louisville, Ky., has been ill with nervous prostration for some time past. A letter from Mrs. Fish, informing us of this fact, was received some weeks ago, and we intended to make mention of it in the April number, but the memorandum was mislaid. Mr. Fish's many friends hope for his speedy recovery.

— While THE JOURNAL's managing editor was in New Orleans lately, where he had been called to give testimony in a case of disputed handwriting in the courts, he had the pleasure of visiting Soule's Com'l Coll. Col. Soule and his enterprising sons are giving New Orleans a high-grade commercial and English training school and we found on every hand evidences that the good people of New Orleans appreciated their efforts. Any one who completes a course in this instituion gets an all round business training that fits for any place in the mercantile world. We are under obligations to the Messrs. Soule for their kindness to us during our brief sojourn in the "Crescent City."

J. B. McKay, Prin. and Prop. Kingston, Ont., B. C., writes a vertical style that is as plain as print, evidently easily written. The appearance of the writing indicates a fair degree of speed. It is a model vertical hand. Accompanying a club of twenty-nine names, he writes: "I am very sorry I cannot send you a larger list this time, not only for your sake, but for the sake of those who miss the many good things in THE JOURNAL."

— E. F. Fisher, Prin. Com'l Dept. Charles City, Ia., Coll., in a letter accompanying list of subs., writes: "School matters are prosperous with us this year. In attendance, thus far, we are over 40 per cent. over last year's total. In Bus. Dept. and prospects still brighten. Shall continue a friend of your JOURNAL."

— THE JOURNAL's managing editor is under obligations to G. W. Harman, the well-known penman and president of the Western Penmen's Association, for courtesies extended during a recent visit to New Orleans. Under Mr. Harman's guidance he saw much of the city. Nothing at Mr. Harman's disposal was too good for THE JOURNAL editor.

— In a late letter received from Bro. Baldwin, Director St. Patrick's Com'l. Acdy., Chicago, Ill., a JOURNAL subscriber writes: "Ours is a strictly com'l school. It is second to none in the city. Our plans of conducting it are similar in every respect to the best bus. schools, east and west. We have now 350 pupils, representing all portions of the city and many coming from a distance of 25 miles."

— A photograph of L. J. Egelston, the well-known penman of Perry B. C., Rutland, Vt., has been added to our collection. In this connection we would state that we would be glad to have photographs of all school proprietors and teachers for our portrait file.

— While passing through Montgomery, Ala., recently, THE JOURNAL's managing editor stopped over to visit relatives, and took occasion to call at the Massey B. C. as well. He found C. F. Beutel, the well-known penman and com'l teacher, a courteous gentleman, in charge of a well appointed institution. Messrs. R. W. Massey and C. F. Beutel are to be congratulated on the success they have made of this institution.

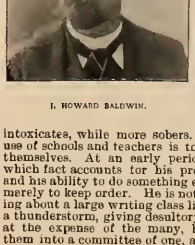
— A most flattering notice of the Lexington B. C. appeared in a recent number of the Lexington, Mo., *Intelligencer*. The prop., L. F. Myers, is given high praise for the manner in which he has built up and conducted the school. Particular attention is called to his enterprising advertising.

— G. A. Swayze, prin. com'l. dept. Grove City, Pa., Coll., keeps adding to his clubbing list for THE JOURNAL right along. In explanation of this he states that the coll. is increasing in attendance. At the present time there is an enrollment of 412.

— C. K. Urner, Prin. Columbia Coll. of Com., Washington, D. C., in a letter inclosing $1.00 for some back numbers of THE JOURNAL, writes: "No school man should regret a dollar or two spent for the back numbers of THE JOURNAL to scatter among his students."

— C. W. Jones, penman in the Woonsocket, R. I., B. U., writes that the new school opens with a large attendance.

Twenty years ago, at the age of twenty, the owner of this face first taught writing. He believes in knowing "everything about something, and something about everything." He teaches penmanship, bookkeeping, shorthand and German, specially, and other things incidentally. He is a man of ideas and will cheerfully exchange the privilege of calling him a *crank* with those who will allow him the pleasure of *turning* good things. He is so old fashioned that he takes Christianity as the basis of pedagogy, and uses them both in his business. He, too, was poor, was a farm hand, and chored and janitored through school; here, however, the comparison ceases; he feels much more worthless now than he did at the memorable moment of graduation, and hopes it is a case with him where a little education intoxicates, while more sobers. He feels that the true use of schools and teachers is to teach pupils to educate themselves. At an early period in life he was a boy: which fact accounts for his present knowledge of boys and his ability to do something else in a large class than merely to keep order. He is not in the habit of wandering about a large writing class like a frightened sheep in a thunderstorm, giving desultory information to the few at the expense of the many, but, as it were, resolves them into a committee of one, and, by teaching them as one, he succeeds in not only teaching *writing*, but also in teaching *to write*. He attended private, common and graded schools; Ohio Normal University, Rusk School of Elocution, Spencerian Business College, Cleveland, O., and Detroit Business University. He taught writing classes, was penman in Ohio Normal University, Prin. of High School Business Course and Supervisor of Writing, Mt. Vernon, O.; taught writing in Detroit B. U., had two commercial schools of his own, was Prin. of Shorthand Department and teacher of penmanship and German in Clark B. C., Lockport, N. Y.; and, for the sake of Williams & Rogers, Bookkeeping and Business Practice in particular, and greater efficiency in general, he is now a school boy again in the Rochester B. U. THE JOURNAL's managing editor had the pleasure of rubbing up against Mr. Baldwin at the Columbus meeting of the Western Penmen's Association and found him a many-sided man, full of good ideas, who knew what he wanted and how best to get it. We wish the profession had more teachers like him.



I. HOWARD BALDWIN.

— W. D. Showalter, formerly editor and prop. of the *Pen Art Herald*, Cleveland, O., and for many years a well-known professional penman, drifted into daily newspaper work several years ago and now holds the responsible and lucrative position of exchange editor and news idea originator for the *New York Journal*. Mr. Showalter has made a hit in the newspaper field and his many friends in the profession will be glad to hear it. He made THE JOURNAL a pleasant call lately.

— Two southern schools are using considerable ink, paper, time and postage in getting our circulars, making charges and replying to charges about who furnished the most positions for the students of their respective schools.

— L. W. Hallett, the old-time penman, is still connected with the school of com., Elmira, N. Y., but he lives at Millerton, Pa., ten miles from Elmira. He has lately been suffering from bronchial trouble, but has nearly recovered. Some recent specimens of his work show that he retains his former skill.

— The Supreme Court of Louisiana has sustained a decision of the lower court favorable to Col. Geo. Soule in a suit brought against him by the prin. of another business school in that city for libel. Col. Soule issued a circular answering the claims made by the other school and quoted liberally from the advertisements of his rival. The Supreme Court decided that as the opposition school by its advertising had given its competitors a chance to reply, and as Col. Soule had not mentioned the opposition school by name, and furthermore had made out his case principally through quotations from the opponent's own advertising, that there was no cause for action. This decision will prove of interest to many commercial school proprietors.

Movements of the Teachers.

W. K. Klugh, Dillsburg, Pa., is the new teacher of short. in the Plainfield, N. J., B. C.——Arryd Peters is teacher of draw. in the Columbia B. C., Paterson, N. J.——M. McLachlan and Mrs. Lottie English are teachers of com'l branches, Herman Everitt, short., in the McLachlan B. U., Grand Rapids, Mich.——J. F. Klingensmith is teacher of com'l branches in the Grand Rapids, Mich., B. C.——Harvey Hankee is connected with Wood's American B. C., Allentown, Pa.——Will H. Morley is teacher of penmanship in West. Ill. Nor. School & Bus. Inst., Macomb, Ill.——J. O. Little is prin., J. H. Smith teacher of pen., draw., com'l branches and short. in the Ridgetown, Ont., Coll. Inst.——R. A. Patterson is prin., J. A. Edmiston teacher of pen., draw. and com'l branches in the Perth, Ont., Coll. Inst.——D. Crowley is conducting writing classes in various Iowa towns.——D. H. Hunter is prin., E. C. Sprigley teacher of pen., draw., com'l branches and short. in the Woodstock, Ont., Coll. Inst.——Mrs. Mae A. Corbett of Lincoln, Nebr., is teacher of pen. and com'l branches in the Cobble B. C., St. Paul, Minn.——A. Dix is teacher of draw. and com'l branches in the Cap. City C. C., Salt Lake City, Utah.——W. J. Musser, late prop. of the Washington, Pa., B. C., is now local manager of the Smith Premier Typewriter Co., Buffalo, N. Y.——Mrs. F. M. Wallace, formerly of the W. N. C., Shenandoah, Ia., is now receiving her mail at La Junta, Colo.——V. F. Baugh is teacher of pen. in St. Mary's School, Dayton, O.——J. M. Reaser, brother of H. G. Reaser, the well-known penman, is prin. of the Dover, N. J., B. C.——James McNaughton is prin. and teacher of com'l branches in the Arizona Territorial Nor. School, Tempe, Ariz., Miss Kate B. Griswold teacher of pen. and draw., and F. M. Irish teacher of com'l branches.——Messrs. J. H. Cratton, W. E. White, J. W. Bradshaw, C. H. Allard, L. B. McKenna are teachers of com'l branches and J. E. Gill and Miss Jesamine Brown teachers of short. in the Gem City B. C., Quincy, Ill.——Misses Jeanette Burkhead and Kate Pebbles are teaching writing classes throughout Iowa.——C. Clarkson, B.A., is prin., R. C. Cheswright teacher of draw., H. S. Robertson, B. A., teacher of com'l branches in the Seaforth, Ont., Coll. Inst.——Bro. Denis is prin., Bro. Mark teacher of pen. and com'l branches, Bro. Cyril teacher of draw. and short. in the Christian Bros.' Acad., 55 St. Margaret St., Montreal, Can.——Bro. Damien is prin., Bro. Abdon teacher of pen. and draw., Bro. John of com'l branches in Christian Bros.' Acad., St. Henry, Montreal, Can.——O. J. Arness is teacher of pen. in the Minn. School of Bus., and in the Y. M. C. A. Evening School, Minneapolis, Minn.——Bro. Ostian is prin. and teacher of com'l branches, Bro. Theodoris teacher of pen., draw. and short. in the Christian Bros. Acad., St. Gregorie, Nicolet, P. Q., Can.——Bro. Mathias is prin., Bro. Majorin teacher of pen., Bro. Gordian teacher of draw. and Bro. Martinian teacher of short. in St. Joseph's School, 141 St. Martin St., Montreal, Can.——I. B. Downs has resigned his position in Greer Coll., Hoopeston, Ill., and has embarked in real estate business.——Bro. Austin is prin. and teacher of pen. and com'l branches, Bro. Mellynus teacher of short., in the St. Lawrence Coll., Montreal, Can.——Bro. Modestus is prin., Bro. James teacher of pen., com'l and short. branches in St. Patrick's School, Montreal, Can.——Bro. Richarius is prin., Bro. Edward teacher of pen., Bro. Richards teacher of com'l branches and Bro. D. Joseph teacher of short. in St. James' School, Montreal, Can.——Bro. Philadelphius is prin., Bro. Parisius teacher of pen. and com'l branches, Bro. Basilian teacher of short. in the Sacred Heart Coll., Plessis St., Montreal, Can.——Bro. Optatian is teacher of draw. in St. Lawrence, St. James, St. Patrick's and Sacred Heart Coll.

Montreal, Can.——E. S. Hewen, formerly connected with Little Rock, Ark., C. C., is organizing writing classes throughout Ark.——F. E. Pond, late student of W. N. C., Shenandoah, Ia., is a new teacher in Meux's B. C., Pensacola, Fla.——Bro. Andrew is prin., Bro. Osmund teacher of pen., short, and com'l branches in St. Bridget's Coll., Montreal, Can.——Bro. Servilian is prin., Bro. Odenwaldus teacher of pen. and com'l branches, Bro. Hosea teacher of draw. and Bro. Paul of short. in St. Cunegonde Coll., Montreal, Can.——Bro. Symphorian is prin., Bro. O. Leo teacher of pen., Bro. Alfred teacher of draw., Bro. Orestus teacher of com'l branches, Bro. Eugene teacher of short. in Mt. St. Louis Inst., Montreal, Can.——D. E. Johnson, formerly of Pottsville, Pa., is now connected with the Troy, N. Y., B. C.——R. M. Wade, late of Plainfield, N. J., B. C., is the new teacher in the Pa. B. C., Lancaster, Pa.——Bro. Macarius is prin., Bro. Optatius teacher of pen. and short., Bro. Wilfrid teacher of draw., Bro. M. Joseph teacher of com'l branches in the Lachine, P. Q., Coll.——Sam Evans, formerly of Springfield, Mo., Nor. School, and Wilmington, N. C., C. C., is now at his home in Williamstown, Ky.——M. Van Osterloo, late pupil and assistant of L. M. Kelchner, N. I. N. S., Dixon, Ill., is the new teacher of pen. and com'l branches in Ft. Worth, Ark., B. C.——J. C. Bowser, the well-known com'l teacher, is now receiving his mail at 123 W. 2nd St., Columbus, O. He has gone out of business college work and engaged in mercantile business.——Frank F. Musrush, late of Perry, Ia., is now prin. of public schools, Chauncey, Ill.——Ernest W. Covell, teacher in the Clinton Liberal Inst., Ft. Plain, N. Y., recently had a very severe attack of pneumonia.——Miss Lucy M. Raymond of Boscawen, N. H., is new teacher of short. in the Lebanon, Pa., B. C.——R. C. Metcalfe has been transferred from Wood's B. C., Ashland, Pa., to Wood's B. C., Hazleton, Pa.——G. H. Palmer, formerly of Oak Level, Ala., is now receiving his mail at Spartansburg, S. C.——W. F. Gray has resigned his place in the Monmouth, Ill., B. C., and is now at Quincy, Ill.

Hymeneal.

GRANDY-DEAN.

At Schenectady, N. Y., on Sunday, Mar. 21st, Miss Carrie Mae Dean was married to Ernest Lee Grandy. Mr. Grandy is principal of the Cohoes, N. Y., School of Business, and is a successful and popular young teacher. He was formerly a commercial teacher in Iowa.

KELLS-MILLSPAUGH

On Thursday, Apr. 15th, at the home of the bride's parents, 26 W. 129th St., New York, Miss Laura Owen Millspaugh was married to Mr. Robert Albert Kells. Mr. Kells is teacher of penmanship and commercial branches in the New York B. C., 81 E. 125th St., where he has been for several years. Before coming to New York he was connected with the Central B. C., Toronto, Canada, and other Canadian schools. He is a native of Canada.

ELSTON-CUBBAGE.

Miss Mattie Cubbage was married to J. A. Elston on Wednesday evening, Apr. 7th, at Canton, Mo. Mr. Elston was formerly teacher of penmanship in the Canton College and is conducting a mail order penmanship business at present.

MAGILL-ELLICOTT.

There was a pretty wedding last night at "Sylvan Lawn," the home of Prof. Warren H. Sadler, Irvington. The bride was Miss Mamie Gertrude Ellicott, niece of Prof. Sadler, and the groom was Mr. Robert A. Magill, of Cincinnati, Ohio. Rev. Dr. A. H. Studebaker, pastor of the First English Lutheran Church, performed the ceremony. Mr. Fairman A. Sadler was the best man, and Mrs. H. C. Reitz acted as maid of honor. The wedding march was played on a remarkably sweet toned harp by Prof. John A. Jales, who also played a solo during the ceremony. The floral decorations were beautiful. The bridal couple stood directly under the arch, while Rev. Dr. Studebaker stood in the library. On the piano there were a dozen pots of blooming plants encircling a beautifully shaded lamp. The decorations in the dining room, where the wedding dinner was served, were also very pretty. It was arranged to be a quiet wedding, and for that reason only relatives and a few friends were present. The bride was dressed in blue satin, covered with white chiffon, and trimmed with diamonds and pearls. Immediately after the dinner, Mr. and Mrs. Magill left for Cincinnati, where they will live. The groom has a beautiful new suburban home there, called "Avondale." The bride received many elegant presents, including a handsome silver service from Prof. and Mrs. Sadler.—*Baltimore American*, April 30, 1897.

—THE JOURNAL desires to extend its heartiest congratulations to these young people.

Obituary.

J. I. GIVENS.

At Rockport, Ohio, on Apr. 14th, occurred the death of J. I. Givens, assistant teacher in the High School at that place. Mr. Givens succumbed to an attack of la grippe. He was a graduate of Warren Wood B. C., W. Va., and taught penmanship in the Caton B. C., Cleveland, Ohio. Some of his work has appeared in THE JOURNAL. He was born in West Virginia 26 years ago.

CAPTAIN CHARLTON H. HOWE.

The many friends of Charlton V. Howe will be pained to learn of the second great bereavement that has come to him within a month. This time it is the death of his father, Capt. Charlton H. Howe, which occurred on Apr. 11th, at Quincy, Ill. Captain Howe was formerly editor and proprietor of the *National American*, and as a newspaper writer was well known in the West. He served in the war with distinction, was an honored member of the G. A. R., and his funeral was under the auspices of that body. For two terms he was a member of the Missouri State Legislature, and from the obituary notices in local papers we learn that he was a thorough American citizen, greatly honored in the State in which he lived.

New Catalogues, School Journals, etc.

The Spencerian B. C., Louisville, Ky., and Evansville, Ind., has made a new venture and issues the *Weekly Spencerian*. It is a small, four-page, two-column paper and contains many personals and items of interest to students and those likely to become students of these well known business schools.

—*The National Normalite*, with the sub title, "Exponent of Independent Normalism," published at Lebanon, Ohio, is a quarterly journal edited by the teachers of the National Normal University in that town. This well known normal school, founded in 1855 by Alfred Holbrook, is the parent of independent normals. *The National Normalite* is a bright, eight-page journal and contains many strong articles and much college news.

—"World's Fair Honors" is the title of a new eight-page brochure issued by Brown's Business College, Jacksonville, Ill., and contains a *fac-simile* of the certificate awarded Brown's Business Colleges, medals, etc. It is a good piece of advertising.

—Isaac Pitman & Sons, 33 Union Square, N. Y., issue *Pitman's French Weekly*—a humorous illustrated journal, part French and part English. The object of the publication is to popularize the study of the French language and literature.

—Well printed college journals have been received from the following schools: Heald's B. C., San Francisco, Cal.; Eufaula, Ala., City Schools; Virginia B. C., Richmond, Va.; Dover, N. J., Bus. Coll.; Little Rock, Ark., Com'l Coll.; Bryant & Stratton B. C., Louisville, Ky.; Evansville, Ind., B. C., Steubenville, Ohio, B. C.; Smithdeal B. C., Richmond, Va.

—F. H. Shinn, proprietor of the Muscatine, Ia., B. C., evidently wants the name of his school in everybody's mouth, as he uses wood tooth picks with the name of his school printed on them as an advertisement.

FRATERNAL NOTES.

(Public School Department.)

—E. A. Boggs, teacher of penmanship in the West Waterloo, Ia., schools in the Waterloo Academy, will have charge of the penmanship in the Waterloo Summer School, which opens June 28th and continues for seven weeks. This means that the teachers will have up-to-date, rapid writing methods. W. E. Haager, A.M., will be superintendent of the school.

—L. B. Lawson is spreading good writing methods over a large territory in the central West. He was lately at Telluride, Colo., but has moved on to Ouray, Colo.

—J. O. Wise, supervisor of drawing, writing and bookkeeping in the Akron, O., public schools, does a great deal of missionary work in his special lines outside of the regular school work. We find his name on a programme of the Round Table of Superintendents and Principals of Western Pennsylvania and Eastern Ohio, held in Warren, O., Apr. 9th and 10th. His subject was, "What time should be given to writing? What System of writing should be taught?" On Friday evening, Apr. 16th, he addressed an audience at an open meeting of the Bookkeepers' and Accountants' Association, Hammel's B. C., Akron, O., on the "Elements of Success." The Akron *Evening Journal* devotes a column of space to a report of this meeting and what Mr. Wise said. Both at the Round Table and the Accountants' Association Mr. Wise made hits and received many compliments on his addresses.

—From L. D. Scott, supervisor of writing in the public schools, Memphis, Tenn., we received a nice list of subscriptions to THE JOURNAL, with a request that bill be sent to the Board of Education. This is a move in the right direction. When the Board of Education see the necessity of better writing and better methods in the schools, they will take sufficient interest in the matter to subscribe for papers to help the teachers along, and good results may be looked for.

—F. S. Harroun is prin. and teacher of pen. of the Yuma, Colo., high school.

—N. W. Campbell is prin. and teacher of pen., drawing and com'l branches in the St. Thomas, Ont., public schools.

—W. N. Dardie is prin. and teacher of pen. of the Laird, Colo., public school.

—J. Urie is teacher of pen., drawing and com'l branches of the Central public schools, St. Thomas, Ont.

—H. A. Stewart is prin. teacher of pen., drawing and com'l branches in the Baladava St. school, St. Thomas, Ontario.

—M. Curr is prin. teacher of pen., shorthand and com'l branches in the Myrtle St. school, St. Thomas, Ontario.

—Supervisor of Penmanship Howard Champlin, of the Cincinnati, Ohio, public schools, has the following assistants: Mrs. Carrie P. Dehner, Elizabeth Schott, Maggie Delehanty, Maud A. Thomas.

—Christine Sullivan is supervisor of drawing and has the following assistants in the Cincinnati, Ohio, public schools: Wm. Bogel, first assistant; Elsie Whitley, Kate Whitley, Ella Bute, Jennette Cist, Frank Strong, Frances Kohakee.

—P. Perry is prin. and Miss Mary Sutherland teacher of pen. and drawing in the Fergus, Ontario, High School.

—Miss Rose A. Dugan is special teacher of writing in the suburban schools and Miss Mary Alexander in the city schools, Bangor, Me.

—A. H. Gibbard is prin. and R. P. McLaughlin teacher of pen., drawing and com'l branches of the Georgetown, Ontario, High School.

—W. M. Walker is teacher of pen. in the schools of Blackwood, S. C.

—R. W. Bright is prin. teacher of pen., drawing and com'l branches of the Wiarton, Ontario, Public Schools.

—J. A. Snell, M.A., is prin. and teacher of com'l branches in the Wiarton, Ontario, High School.

—W. E. Marsh, formerly of Helena, Mont., is now located in Alliance, Ohio, where he is conducting a mail order business, organizing method classes in writing for public schools, and also classes in writing and drawing.

—W. A. Phillips is principal, H. J. Haviland teacher of pen. and com'l branches of the Sistorial, Ontario, High School.

—J. L. Zwickey has charge of 500 penmanship pupils in the city schools, Storm Lake, Iowa, and is just completing his fourth year there. In a late letter, accompanying a list of subscriptions, he writes: "I am a Canadian but not the exact cut of Mr. Newlands. I instruct in all grades from the fourth up, and from my own experience I write the lines contained in the article 'Vertical Writing' in a late issue of *Midland Schools*, which I send you by this mail." We hope to quote from the article in the *Midland Schools* referred to, in an early issue of THE JOURNAL.

—J. A. Houston, A.M., is principal, Miss I. J. Beatty teacher of pen. and com'l branches, W. P. Olds, B.A., teacher of drawing of the Smith Falls, Ont., High School.

—C. A. Bryant, a good writer, is prin. of the Williston, N. Dak., public school.

—D. McKay, B.A., is prin., R. Stuart teacher of pen., drawing, com'l branches of the Alexandria, Ontario, High School.

—Miss E. McGregor is prin. and teacher of pen., drawing and com'l branches of the Maxville, Ont., public schools.

—W. W. Chalmers is teacher of com'l branches in the Grand Rapids, Mich., public schools.

—Mr. Rowat is prin. and teacher of com'l branches in the Simcoe, Ont., public schools.

—Mr. J. G. Bogart is prin., teacher of pen., drawing, shorthand and com'l branches in the Highgate, Ont., public school.

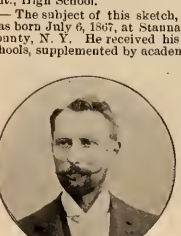
—J. G. Cameron is prin., teacher of pen., drawing and com'l branches in the Thomasville, Ont., public schools.

—From O. W. Nottingham, supervisor of writing and drawing, Van Wert, Ohio, we have received some photographs of several excellent blackboard drawings made by him. The work shows up nicely.

—A. McKenadree is prin., teacher of pen., drawing, com'l and shorthand branches in the Maspeth, Ont., public schools.

—W. W. Jardine, B.A., is prin., Wm. Tier, M.A., teacher of pen., drawing, com'l branches in the Lucan, Ont., High School.

—The subject of this sketch, Edward De Witt Snow, was born July 6, 1867, at Staunard's Corners, Allegheny County, N. Y. He received his education in the public schools, supplemented by academical and private instruction. In March, 1887, he graduated from the Rochester, N. Y., Bus. Uni., and in the following September accepted a position with the Bryant & Stratton Business College, St. Louis, Mo. He resigned the following year, and accepted a position with Elliott's Business College, Burlington, Ia., where he remained for three years. Owing to poor health he was obliged to go to his home in Arkport, N. Y. As soon as he was somewhat recovered he went on the road for a Chicago firm—The National Merchandise Supply Co.—and continued in its employ for nearly two years. Upon the completion of his contract with the Supply Co. he took charge of a set of books for a Buffalo, N. Y., firm and continued in the capacity of bookkeeper and office manager till the summer of 1894, when, after a short vacation, he came to Rutland, Vt., to conduct the Commercial Department of the public schools. This is his third year here. In addition to the Com'l Dept. he has had, for the past two years, complete charge of the penmanship in the grades. On June 20, 1895, Mr. Snow was most happily married to Miss Mary Hurlbut, a most estimable lady of Arkport, N. Y. We have the strange fact to record that while Mr. Snow is a Commercial teacher and penman, he was not born on a farm. His father is a minister.

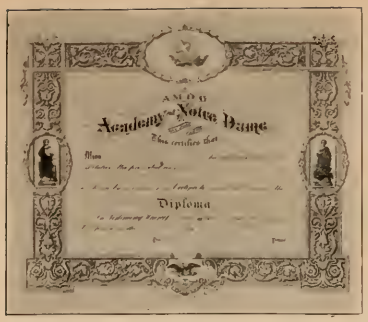


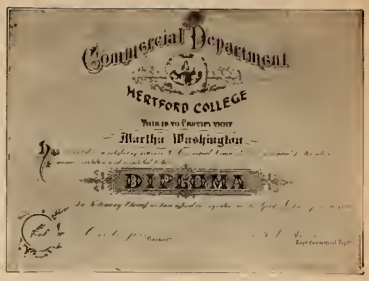
E. D. SNOW.

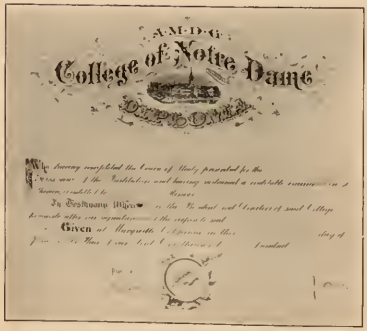
Penmanship in Private Schools.

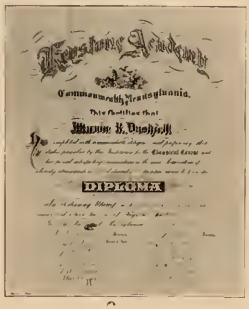
A hopeful sign of the times is the ever increasing interest in writing and drawing by schools apart from public, commercial and normal schools. A few years ago the three classes of schools last named absorbed about all of the attention give to this branch by our educational institutions, but now the private schools have fallen gracefully into line, and we know hundreds of them where penmanship receives more thorough and more scientific attention than in many special schools that are supposed to make this subject a main feature of their curriculum.

Perhaps in no class of schools is the importance of this branch realized more fully than in the Catholic schools. THE JOURNAL has thousands of readers in the Catholic schools throughout the United States and Canada, and apparently there is no class of its readers who more deeply appreciate its instruction or derive a greater benefit from it. We have received hundreds of letters from teachers in Catholic schools, voluntarily testifying to the helpfulness of THE JOURNAL in their work, not only in writing, but in drawing, lettering, designing, engrossing and all phases of practical and ornamental penmanship.









Examples of School Diplomas, Certificates, Testimonials, Etc., made in the office of THE JOURNAL. The Diplomas, Etc., from which these Cuts are Reproduced vary in size from 8 x 10 to 18 x 23. Designs must not be imitated.

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

No. 5.

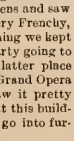
TOMB OF NAPOLEON.

Napoleon's Tomb was one of the things that we will not soon forget. It is the grandest piece of work imaginable. You go in the Palace of the Invalides and directly under the dome is the tomb, but to see the tomb you have to go to a circular opening in the center of the building around which is a marble balustrade, and there below you, perhaps fifteen feet, is the sarcophagus that marks the burial place of the great man. Around this tomb and worked in mosaic on the marble floor is a huge laurel wreath with ribbon entwined. The wreath is in green, the ribbon in purple. Back of the wreath are rays of light that start from the tomb and work out to the extreme edge. These rays are in yellow, making a perfect color combination—green, purple and yellow. On the extreme edge of this mosaic design are the columns that support the floor above, and in front of each column are angels carved in marble that stand as guards over the body of the great Napoleon. The torn and bullet-riddled flags are also placed at given distances about the tomb. One can easily see that the effect is grand and impressive. We stood and admired the richness and chasteness of that noble monument for a long time.

SIGHTS AND MARVELS GALORE.

The drive through the Bois de Bologne at dusk, just as the people were coming out to enjoy the early evening, and then the return after driving through the noble park, is one of the most restful things that can be imagined after the heat of the day and the weariness of sight seeing. Then to stop at the *cafés* along the avenue and see the people and eat with them was a great treat. Leaving the *cafés* we visited two of the gardens and saw the vaudeville shows there. These were very Frenchy, and were much enjoyed. The following evening we kept up the amusement end of it, some of our party going to the gardens and others to the opera, the latter place being, of course, the finest in all Paris. The Grand Opera House is a magnificent building, and we saw it pretty thoroughly. So much has been written about this building with its beautiful foyer that I will not go into further detail.

The Luxembourg Museum contains some of the finest statuary and pictures to be found in Paris. Here it was that we saw the more modern paintings that are familiar to most people through reproductions.



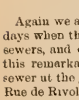
"The Saint Chapelle," built by St. Louis in 1245-1248 for the reception of various relics which he had brought from the Holy Land, is one of the most remarkable buildings in Paris, profusely decorated in all parts with brilliantly colored materials. Its present beauty is entirely due to the restorations completed by the late Emperor at a cost of $50,000. It was threatened by the Communc, but saved. The stained glass windows in this beautiful chapel are celebrated.

Yes, the Eiffel Tower is all that you understand it to be. Generally we are disappointed when we see something that so much has been said about as this world renowned structure, but we were all surprised and pleased with this towering mass of iron and steel. The view from the top is very fine, and the height is so great that many of us would not dare trust ourselves to go to the railing and look down until we had become accustomed to our surroundings.

The Hotel de Ville is one of the most remarkable buildings that we saw, not perhaps for its exterior but interior decorations. We all exclaimed in going from one room to another over the beautiful frescoes and wonderful appointments. The ball-room is sumptuous in every way, a perfect marvel of beauty.

UNDERGROUND PARIS.

Again we are favored, for we are in Paris on one of the days when the people are allowed to visit and inspect the sewers, and of course we jumped for the chance to see this remarkable piece of engineering. We entered the sewer at the junction of the Place de la Concorde and the Rue de Rivoli, by first descending a broad stairway and then a narrow passway to the main sewer. This large sewer runs at right angles with the other, which is under the Rue de Rivoli. Small tram-cars move on tracks that are on each side of the sewer, the car being directly over the water. At a given sign the cars are started. No great speed is attained, and you are able to see the sewer very thoroughly. It is a novel experience and well worth all the trouble.



And so we kept on from day to day and night after night until we had seen the main features of Paris very thoroughly, but of course to know the city perfectly would take years.

(*To be continued.*)

AN IMPROMPTU ADDRESS BY DANIEL T. AMES.

Before the Students of the Woodbury Business College, Los Angeles, Cal., on March 22, 1897.

Young Ladies and Gentlemen: It always affords me pleasure to address young people, especially students. For many years I was a teacher in the public schools and in business colleges, and to me to-day the school room is most familiar and affords me the greatest pleasure of any institutions that I visit.

It recalls many pleasant reminiscences, and especially am I interested to speak to young people, because they are at the period of life where they may profit by any good advice that I may chance to offer. Those of more advanced years, who have become established in their methods, are not so much at liberty to change thoughts, actions or occupations as are young persons. You are here presumably seeking an education. Why do you desire an education? How many are seriously asking that question? What is the use you expect to make of it?

Education is that which marks the distinction between men more than any other cause. Not only in their social position, but in their business, in everything that marks progress in the life of individuals and nations. The person well educated has a power that the ignorant person has not. The distinction between nations has been marked by the estimation they have placed upon education. No nation on earth probably is making so great an effort to educate its masses and to see that every person possesses an education as is the United States. Probably no nation on earth has held out greater possibilities during the last century in human progress than the United States, and a larger percentage of its people read and write than any other nation on earth.

Now you are seeking an education, and if I could pass around this hall and learn the success that each of you are attaining as students, know the faithfulness with which you are performing the duties prescribed for you as students, I could predict very closely as to your success in after life. The work that you are doing here is a test. The faithful, earnest and successful student will be the faithful, successful man or woman, that is as sure as fate. We sometimes hear it said when one has attained great success, "Oh, he or she has been lucky or fortunate." Now, good fortune and success do not come by accident; if you inquire into the circumstances that have led to the success of any individual of your acquaintance, you will find that there has been legitimate means used for that success. The merchant who has best understood his business, who knows the market and the time and place to purchase, has made gains and avoided losses that his less observing and less competent competitor could not.

No person will hold, as I have said before, good positions unless he merits them. You who are faithfully performing your duties here and qualifyiog yourselves, are destined to hold some poston in the future. What shall be its grade? High or low?

If you think for a moment you will perceive that there are no honorable or desirable positions not open to you or within your attainment. You are fitting yourselves with a view of securing one of these positions. You will see eminent presidents of banks, professional men conspicuous in their professions, in fact, there is a vast range of possibilities reaching from that of a ditch digger to the President of the United States. Your mission will come somewhere on the line. It is possible that I may be addressing a future President of the United States. The way to that position is open to you. I may be, and probably am, addressing a future bank president, cashier or perhaps an eminent lawyer, possibly a judge, possibly a millionaire, contractor, engineer or competent and trusted agent or bookkeeper. Which of you is to be the millionaire, which of you the president or the incumbent of some one of these desirable positions, which of you young ladies is to be the confidential clerk or manager of some great business? All these places are opening before you and what you are doing here to-day is determining unavoidably as to whether you are destined to occupy one high up or low down on the list. As I said before, it is the efficiency with which you seek and fill your place that will determine.

Now for example, a young man enters an establishment in this city, perhaps at $2 per week; he says to himself, "That is very little pay. I shouldn't do much to earn $2; in fact, I don't mean to do any more than I get paid for." Consequently, he is a little tardy in the morning, he is careless during the day; if he goes on an errand, he loiters or blunders. It is not a long time before his employer sees all this, and after a week or two he is convinced that this is not the boy he wants, and gets another one. On the other hand, the new boy forgets that he is only getting $2 a week, more or less. It is his purpose and effort to make his employer realize that he is determined to render good service, no matter what the pay may be. He is there to do his best, and he is on hand in the morning and does not wait for his employer to set him to work; he catches hold of the first and every thing he sees to be done, and if on errands he hustles to get back, and at the end of a week or two his employer says to himself, "This is the boy I want. I must advance his pay and keep him." He does so. Promotion follows promotion, until the highest place in the establishment is reached. No, there is no luck in that. The first boy did not fill the bill and was discharged because he deserved to be. The other boy gets advance after advance, because he deserved it. Now, there is the whole secret of success. It is to perform faithfully and earnestly whatever you undertake. If as students you habituate yourselves to earnest, faithful and industrious performance of every duty and enter the employ of others, or enter upon your own life mission in the same manner, success will await you. Again, no matter how much you earn, if it were $100 per week, you can spend it all easily; nobody gets so much that he cannot find a way to spend it. The practice of economy and self denial is necessary that you should save a certain portion of your earnings or income; you may thus accumulate capital that will enable you to start in business for yourself; capital is a ready servant that will aid you onward.

We are told that honesty is the best policy. I would rather be honest for the sake of honesty. To say that honesty is the best policy is to say that if you are dishonest you will not succeed. Consequently, it is bad policy to be dishonest, but to be honest for policy alone is not the thought I wish to bring to your attention, but rather "Be honest because you love honesty."

The merchant who by some trick or device succeeds in getting from his customer a little more than a fair price for his goods may think himself shrewd, but the patron soon learns of the trick and shrewdness by which he has been made a victim, and he goes elsewhere next time. So, while the merchant, for a little shrewdness and sharpness, gets a larger profit to-day, he loses for all time a patron who otherwise might have continued a profitable trade with him for years. That merchant can have no permanent success.

You see merchants in this city and elsewhere who are prosperous; every year adds something to their capital; their stock grows larger and more choice and they are reputed as persons trustworthy, with whom one can deal with safety; when they sell goods for "all wool" they will be so. New patrons line their counters and bring expanding success. Alongside of them you see another establishment the stock on whose shelves is gradually lessening in extent and quality, while patrons grow correspondingly less; a little while and the end comes in bankruptcy. Now there is a reason why fame and success attended one and bankruptcy befell the other.

Let me illustrate briefly: Two young men set out in business in the same town and under equal advantages for success. *One* resolves to be constant in his attendance upon his business and economical of its earnings, that he will treat every patron with perfect courtesy, speak truthfully, and in short deal with everyone as he would have them deal with him. A patron thus treated not only comes again, but goes out with that kindly feeling which impells him to commend the place to his friends, who will become patrons and in turn commend it to their friends, and thus patrons constantly multiply and success is the sure and easy result. Is this not plain?

The other young man, impatient of slow progress to wealth by the small profits of fair dealing, resolves to make the most of every patron by extorting the highest profit possible through misrepresentation, trick or device, and often annoys patrons by his importunities to buy that for which they have no need or desire, and treats them with rudeness when they decline. Obviously patrons thus treated neither come again nor commend their friends to do so. He is thus without a regular and growing patronage. He must ever depend on those chance patrons who make the experiment of trying a new and unknown place. These constantly grow less and more cautious in their deal. His stock gradually runs down in extent and quality; of necessity, he ultimately fails, and regards himself the victim of misfortune. Who of you cannot perceive the true secret of his misfortune, as you must the secret of the good fortune of the other young man? Now this is the true story of success and failure. They each come as the proper result of good or bad means employed.

If you tell an untruth somebody knows it. If no one else, you do, and have consequently met with the greatest of all losses, your own self respect. But you keep telling lies, and ere long your entire neighborhood brands you a liar.

If you constantly perpetrate discourteous, mean and dishonest acts and disregard your promises, you are soon known and avoided as one unworthy of confidence or esteem, and accordingly many avenues to successful employment are permanently closed to you. Upon the other hand, if you are truthful and punctual in your engagements, competent and earnest in the performance of your duties, friends multiply, and your opportunities for fame and success are accordingly enhanced.

The future of every young man and woman entering upon the stage of life depends upon efficiency. How many young men and women I have seen fall by the wayside! How many others I have seen step by step gradually rising into enviable positions of honor and wealth! There are two roads. If any of you are coming in here tardy in the morning on trivial excuses, or, as I have known students sometimes to do, write excuses as coming from their home, you are on the wrong road. The young men who will say to their parents, "We are going to college to-day," but instead of that play "hooky,"—that is what we call it East—these young men are starting out exactly right for failure in whatever they undertake. Now, as I have said, there is no place occupied by any one, man or woman, that will not soon be vacated, and you are the legitimate successors. As I have said, the day will come when the bank president will cease to be president, and some one else is going to step into his place. The President of the United States steps down in four years, and some one else must step into his place. In fact, there is no desirable place in the country which is not going to be vacated in a little while, and the person who is at hand, competent and trustworthy, is to be the one to step in, and it behooves you to have the right qualifications and to be on hand when such opportunities arrive. Time goes on and it does not wait; if you are not ready for it, you don't get it; consequently, each one of you should do your level best here, and everywhere, every day—and to-morrow will always take care of itself.

Government Writing and Printing Paper.

In the month of January of each year Uncle Sam prepares for supplying official information by the purchase at wholesale of paper required for the Government Printing Office. Upon this paper is to be printed the *Congressional Record* and the department reports and bulletins.

Of writing paper, for the correspondence of the Government 11,250,000 sheets will be required for 1897, and of printing paper, chiefly for public documents, 40,800,000 sheets. For maps, 125,000 pounds of map paper will be needed and the supplies will include 2,000 sheets of parchment, 2,700 reams of tissue and copying paper, 168,000 sheets of typewriting paper, 1,725,000 sheets of bristol board, 2,400 reams of colored writing paper, 7,500,000 sheets of ledger paper, and 16,800 of blotting paper.—*N. Y. Sun.*

Penman's Art Journal.
A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND
SUPT. OF SUBSCRIPTION DEPT.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 205 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

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THE PENMAN'S ART JOURNAL, 20 pages, subscription price, 50 cents a year, 5 cents a number.
THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year, 10 cents a number.
Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

ADVERTISING RATES.—80 cents per nonpareil line, $2.50 per inch, each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

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CHANGES IN ADDRESS.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.
We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

Writing In Public Schools.

JOURNAL readers may get tired of our efforts to secure more attention for writing in the public schools, but as we are greatly interested in the matter we know of no other way to accomplish our object (a special teacher in the public schools in every town of any size) than by keeping at the enemy until they capitulate.

The business schools, private normal schools and some of the State normal schools are giving writing its full share of time and attention, and are teaching it properly. Some public schools are doing the same thing, but the great majority of the pupils in our American public schools are receiving next to no instruction in writing.

No one questions the value of a good handwriting. Its uses and benefits are too apparent to need argument to bolster it up. The next question is, How shall it be taught to the pupils in the public schools? Our answer is:

First.—Have a special teacher of writing in every State, city and private normal school, and make it compulsory for student teachers to learn to write and teach writing. This will send out thousands of teachers for graded and ungraded schools competent to teach this much neglected branch.

Second.—Have a supervisor or special teacher of writing (or writing and drawing or writing and commercial branches) in every city and town of 3,000 inhabitants and over. It will not require more time, as a rule, than is now largely *wasted* in attempting to teach writing. The expense will be but a few cents a year per pupil in the larger towns, and will not exceed one dollar a year per pupil in the smallest places.

Who of us when we look back would not have given many times the paltry $3 to $6 that it would have cost the public schools to have given us a good handwriting? THE JOURNAL has carefully figured out the expense and will agree to furnish competent supervisors whose salaries will not exceed the cost per pupil stated above.

We hope that our friends and the friends of good writing will rally and bring pressure to bear to induce public school boards of education to add a supervisor or special teacher of writing to the teaching corps for the coming school year. Articles in local educational and news papers, talks before teachers' meetings and personal talks with school board members will accomplish wonders. The cause of good writing will be advanced, and if success crowns our efforts thousands of new supervisors of writing will be profitably employed in American public schools.

Now for a united effort! A long pull and a strong pull and a pull all together!

"Too Many Styles of Handwriting."

The heads of three or four schools say that they would much prefer that THE JOURNAL print only business writing and but one style of that. They further say that they do not care to let their students see so many styles, for fear that they (the students) will take a liking to some style other than the one taught in the school. These school principals also say that they cannot keep students from practicing ornamental penmanship since specimens are given in THE JOURNAL.

In answer to the above we desire to say: While THE JOURNAL makes business writing its leading feature, it is also devoted to penmanship in general, drawing and practical education. The ability to write a professional hand will not harm anyone, and if its acquirement turns a young man's head so that he uses ornamental when plain business writing should be used, his head must be light and set on a well-greased swivel. You might just as well say that it would be bad practice to teach elocution in a business school for fear that some of the students would learn to orate and, instead of approaching a business man in a sensible business way, would mount a chair and go at him in the regulation "Fourth of July" spread-eagle style.

In regard to printing too many styles of business writing: We don't believe that any one has a monopoly on all of the best things in business writing, and we have never been able to find any two people who agreed about all details of business writing. As there seems to be quite a diversity of opinions about what constitutes a good business handwriting, and the best means of acquiring it, THE JOURNAL takes the ground that in the multitude of councilors there is wisdom. In the great variety of styles of script there are ideas. Because we print hundreds of opinions and hundreds of specimens in the course of a year, it doesn't mean that we agree with the writers. We endeavor to have THE JOURNAL represent the profession in general and to be a medium for the exchange of ideas. As we have had occasion to remark before, a teacher who has so little influence on his students that they readily take to other teachers' methods and styles of writing must be weak indeed—or have the wrong style and method himself.

Business Education Section of National Educational Association — Milwaukee Meeting.

Business College Proprietors, Teachers in Business Colleges, Supervisors of Penmanship, Teachers in Commercial Departments of Colleges and Public Schools will all find something interesting at the National Educators' Association meeting held at Milwaukee, July 6 to 9. An outline of the programs of the Business Section appears elsewhere. This is not all that is in store for you at that time. The Executive Committee promise you an enjoyable time. The charge has been made that this section has been a close corporation to which only proprietors were admitted. The charge may have been true, but if so, let it be a "has been." We are especially anxious that the last three classes enumerated above shall be well represented at Milwaukee. Business education in the public schools has come to stay and those who are engaged in carrying it on need to get acquainted with those engaged in the same line of work in the business colleges. The recluse is not a success as a teacher. Begin to prepare to commence to get ready to go to Milwaukee. We hope to give the program in full next month. In the mean time would be glad to answer any questions.

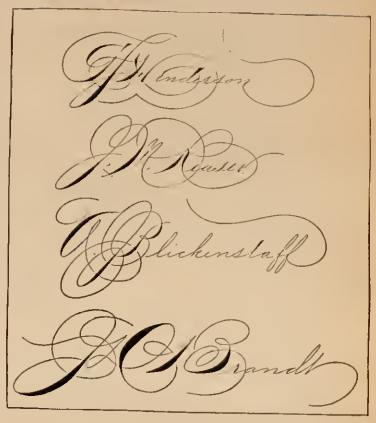
D. W. SPRINGER, Ann Arbor, Mich.
G. W. BROWN, Jacksonville, Ill.
F. B. RICHARDSON, Boston, Mass.

Program.

WEDNESDAY AFTERNOON, JULY 7.

1. The President's Address.
   A. N. Palmer, Cedar Rapids, Ia.
2. Second Report of Committee on Correlation and Co-ordination of Business Branches.
   J. M. Mehan, Des Moines, Ia.

THE JOURNAL'S AUTOGRAPH REGISTER



G. S. HENDERSON, HOLMES S. C., PORTLAND, ORE.; J. M. BRASER, DOVER N. J., S. C.; A. J. BLICKENSTAFF, MANCHESTER COLL., NO. MANCHESTER, IND.; J. O. BRANDT, JEROMESVILLE, OHIO.

3. Course of Training in English, Shorthand and Typewriting. - - Mrs. Sara A. Spencer, Washington, D. C.
   Discussion by Isaac S. Dement, Chicago, and E. E. Childs, Springfield, Mass.
4. Rapid Calculation, Business Arithmetic, and Higher Accounting.
5. Business.

FRIDAY AFTERNOON, JULY 9.

1. Reports of Committees.
2. Is the Present High School Course a Satisfactory Preparation for Business? If Not, How Should It be Modified?
   Chas. H. Thurber, Dean of Morgan Park Academy, University of Chicago.
3. State Supervision of Business Schools.
   A. S. Osborn, Rochester, N. Y.
4. Laws and Ethics of Business. Duties of Citizenship, and Science of Wealth. - - H. M. Rowe, Baltimore, Md.
   Discussion by Robt. C. Spencer, Milwaukee, Wis.
5. Election of Officers and Other Business.

Eastern Teachers' Association.

I know that talking too much is a fault that a good many men have, and perhaps I am not an exception, but this time I think I have something to say.

For a long time we have heard of the brethren in the "wild and woolly West" getting together every once in a while and talking about the work in their various schools. They discuss methods of teaching bookkeeping, business writing, business arithmetic and the entire list of branches usually found in an up-to-date business school. They seem to take pleasure in exchanging ideas and reaping chance thoughts "from fields by others sown." Of course they do each other good, not only by this exchange of ideas on various subjects, but also by meeting each other and becoming personally acquainted.

The time for conservatism in friendship has passed and in no place have the business school proprietors better demonstrated this than "out West." Now, brethren of the Eastern schools, we ought to be ashamed of ourselves that we allow our Western friends to lead us with exhibitions of that progressiveness which is stamping itself on educational matters all along the line. I want to suggest, therefore, that the teachers and proprietors of business schools of New Jersey, New York, Eastern Pennsylvania and the New England States make some arrangements to organize themselves into a body along the same line as our National Association, except that we meet at least quarterly. This, I am told, was tried once and failed. Now, that is no reason why it should fail again. If we are earnest and true to the great work laid upon us, let us not be afraid of organizing again. I have written to a good many teachers throughout New England and have replies from most of them. They all seem to be ready to welcome such an association. I hope that

I may hear from all who are interested in such a scheme. I might add that for our first meeting it would give us great pleasure in Stamford to entertain the brethren, and if the Merrill Assembly Hall would be filled to overflowing, we have a City Hall and an Opera House.

Now, friends, who will be the first to say "Amen"? Don't be backward. Come ont, put up your colors, and let us hear from you.

Fraternally,
WM. J. AMOS,
Merrill College, Stamford, Conn.

After Mr. Baldwin.

EDITOR PENMAN'S ART JOURNAL:

In the April number of THE JOURNAL, J. Howard Baldwin of Lockport, N. Y., inquires "Who next?" I don't know that I am next, but be it known that I am in line for practical penmanship.

He says: "*Mixed classes admire shaded writing most. Mixed classes, and not business men, are those whom we teach. Beginners are interested most in what they admire most.*"

Now, Bro. Baldwin, I supposed we were teaching the *young* business man. If not, what are they attending the commercial schools for?

The student of music admires the brilliant playing of an accomplished pianist. But does he begin on Wagner, Strauss, etc.? By no means. If he desires to become expert he takes special work, but the masses simply learn the rudiments.

The highest aim of the teacher is not to cater to all the whims of the student, but to develop the powers so that he will become the useful and successful man the Creator intended him to become.

If his students do not find shaded writing difficult, then our leading p nmen must be wonderfully slow mortals, for which of them developed their beautiful style of penmanship in a few months' time? Such men as Kelchner, Zaner and Bussard will tell yon it took not only months but years of patient work and practice along this special line.

"*An occasional capital or offhand flourish in the writing class catches some fish that will bite no other bait, and once get them biting, they will eat most anything they are fed, even shaded business writing.*"

Correct, Bro. Baldwin, as far as the last clause is concerned, but show the average student the advantage of learning the plain unshaded style and ninety-nine out of every hundred will acknowledge the reasons for this and be content to learn it. If a student has an ambition to become a professional penman, he will make some plans to do special work along that line.

"*If you are to make the* BROADEST *success, take the pupils where they* ARE *and not where they* ARE NOT."

It is very plain the Professor is a very superficial thinker. We are to take the pupil where he is, but we are also to *guide* him to where he *is not*, and point out the road for him to travel to his future success. Would teaching our business students the art of spreading on a lot of ink make them more successful? I am very much afraid *not*. Shaded writing or ornate penmanship is something the masses do not need and do not want; have not time for, and would not acquire if they did, even though they *admire* it. It takes altogether too much time and practice to acquire a really fine ornate hand, and there is anything but beauty in simply a lot of heavy shades and a multiplicity of lines. That the masses do *not* want shades is proven by the fact that the vertical style is so popular just now.

"*If it is a bad thing, quit it; if not, pass it around.*" If law is a good thing, why not put more of it in our business schools? If Mathematics is a good thing, why not push more of that into our curriculum? The aim of the commercial teacher is to teach the *practical* and not the *ornamental*.

The average student can acquire a beautiful, legible and rapid style of unshaded writing in the time required for the regular business course, and I believe it is our duty to give it to him. I do not think our students and patrons are all such "suckers" as our friend from Lockport would like us to imagine, when he talks about his "fish." In fact, it is too *fishy*. It is like the preacher who showed the fly, with which he baited his hook, to prove to his friend that he had caught a monster trout, which had been stolen. He certainly has shown us his "bait," but I very much fear it would never succeed in landing anything in Green Bay.

Yours fraternally,
F. D. LANNING,
Green Bay, Wis.

EDITOR'S CALENDAR.

ELLSWORTH'S LESSONS AND LECTURES ON PENMANSHIP (ILLUSTRATED). On the Philosophy, Physiology, Psychology and Child Study; Training and Practice of the Theory and Art of Penmanship. 298 pages; heavy board, cloth cover binding. Gold side stamp. Price $2. By H. W. Ellsworth. Published by the Ellsworth Co, 103 Duane St., New York.

For over thirty years H. W. Elleworth has had more or less to do with every movement that has been for the betterment of writing in America. He published a paper devoted to penmanship in general, and Ellsworth system in particular, which was probably the first penmanship periodical issued regularly in this country. He has been a pioneer in a dozen or more improvements in teaching writing and holds no end of patents and copyrights.

The present work, "Lessons and Lectures on Penmanship," is as near an encyclopedia of penmanship as any work we have seen. It is divided into five parts and appendix. Part 1, treating of the rudiments of drawing and penmanship; part 2, lessons on penmanship; part 3, lectures on penmanship; part 4, penmanship teaching; part 5, principles of ornamental penmanship. So many subjects are treated of and illustrated in these five parts that to merely enumerate them would take a good deal of space. But sufficient to say that in business writing there is a full course of lessons—lessons in ornamental writing as well as movement exercises, examples of flourishing, lettering, drawing, designing, engrossing, initial letters. The public school work is not neglected and many of Mr. Ellsworth's best ideas are in this part. Vertical writing also receives attention. In fact the entire work is full of excellent ideas and the book is well worth owning and well worth a careful perusal of all interested in any department of penmanship. Teachers and students (professionals and amateurs) should add this, the latest work of the kind of which we have any knowledge, to their libraries.

THE PROGRESSIVE COMMERCIAL ARITHMETIC. For commercial schools, high schools and academies. By Samuel H. Goodyear, A.M., and Wallace H. Whigam, LL.B. Published by Goodyear Publishing Co., 278 West Madison St., Chicago, Ill. Cloth, 290 pages, 6 x 9 inches. Side stamp. Price $1.20. Sample copy to teachers, 80 cents.

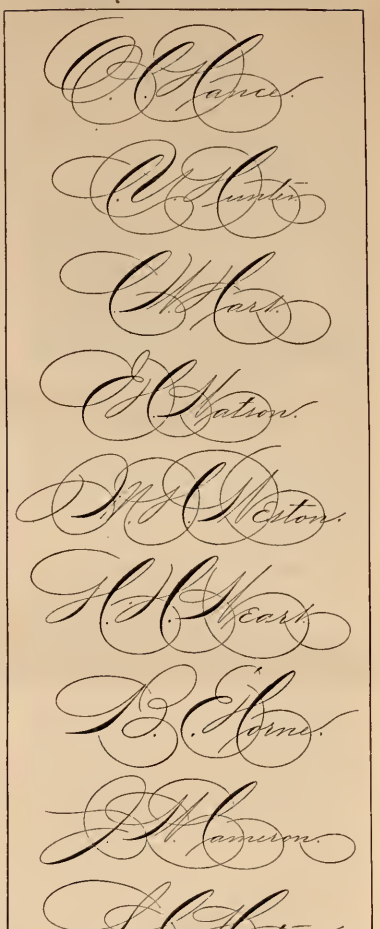
Messrs. Goodyear and Whigam are both well known as thoroughly practical business college teachers and business men. Their experience in the schoolroom and knowledge of what is required in a business office has enabled them to bridge the chasm intervening, and as a result of their thought and work "The Progressive Commercial Arithmetic" is now on the market. A peculiarity of the book is that each subject is introduced with an extended mental drill. The elaborate rules and extended definitions are omitted and the "Learn to do by doing" has been fully developed. Instead of memorizing cases, rules and processes, the plan of the authors is to teach the student to reason and think; to train the student to meet the problems of the counting room and solve them correctly. The problems given are plain, practical ones having a business-like air about them, and are not given as puzzles and enigmas. This is not an elementary arithmetic, but is intended for commercial classes, colleges and high schools, and puts special emphasis on those subjects that refer to business calculations. Common and decimal fractions, billing, practical measurements, percentage, profit and loss, interest, trade discount and bank discount are regarded by the authors as the essential parts of a commercial arithmetic, and these topics are given emphatic and practical treatment in this text. Many subjects that were formerly given much space and attention in commercial arithmetics have been dropped to make place for classes of problems that now engross the attention of young business men.

CORPORATION BOOKKEEPING IN A NUT SHELL. 94 pages. Cloth. Gold side stamp. By P. H. Grover. Published by the Bookkeeper Co., Ltd., Detroit, Mich. Price $2.

Bookkeepers, students and teachers having to do with joint stock bookkeeping will be interested in this new publication. It contains a brief, yet full, explanation of corporation bookkeeping, how to form a corporation, how to open and close the books, how to change an ordinary set of books to joint stock books, treatment of man-

SIGNATURE WRITING.

(IN A SERIES TO RUN THROUGH 1897)



BY L. C. HORTON, STEWART'S BUS. COLL., TRENTON, N. J.

BY J. F. SIPLE, BARTLETT'S COM'L COLL., CINCINNATI, OHIO.

ufacturing accounts, averaging accounts, rules for locating errors in trial balances, short cuts in figures, etc. It is a compact, handy little volume.

BROWN'S PORTFOLIO OF DESIGNS. By E. L. Brown, Rockland, Me. 41 plates, 6 x 9 inches. Unbound, in portfolio. Price 50 cents.

Some months ago THE JOURNAL reviewed the excellent work of Mr. Brown in these plates, and it is sufficient to say in this connection that this second edition has strengthened and improved the work in many places. Several designs now appear for the first time. The work embraces business writing, several styles of ornamental script, lettering, drawing, designing, engrossing and a few examples of portrait work.

THE BUSINESS MANAGER'S CORNER.

The season of public school County Institutes, Teachers' meetings, etc., is at hand. We feel sure that if those of our friends who are already teaching in public schools, or interested in the improvement of the writing in public schools, were to call the attention of county and city superintendents and teachers to THE JOURNAL and the low subscription price, particularly in clubs, and the combination clubbing rates made with the general educational publications, the teachers would be interested, and that thousands of them would join THE JOURNAL'S family.

So much in earnest are we in this campaign for better writing in the public schools, that we have made combination clubbing rates with the general educational publications that amounts practically to giving THE JOURNAL free. For those periodicals costing $1 or more, the teacher can get two for one—that is, the general educational paper and THE PENMAN'S ART JOURNAL. If the teachers who are already subscribers to the general publications will state the fact when remitting, we shall see that their subscriptions are extended rather than duplicated. There are some publications that will not allow any discount for renewals, but such publications are few in number, and if we cannot secure the renewals at the clubbing rate we will return the money to the subscribers.

In the advertising columns of THE JOURNAL will be found a full statement in regard to these combination clubbing rates. There will also be found a full list of periodicals, with which we club THE PENMAN'S ART JOURNAL.

It is no desire to make profit that induces such an offer, because the discount which we get on the general educational papers is not sufficient to cover the actual cost of printing and mailing THE PENMAN'S ART JOURNAL for one year, but we feel that once we get the public school teachers on THE JOURNAL'S list, they will become converts to the cause of good writing, and will want to remain subscribers for life at the regular rate.

THE JOURNAL would be pleased to have representatives in the County Institutes during the coming spring and summer, and would be glad to correspond with all who wish to take up work of this character.

Except a very few copies saved to make complete sets (at $1 per volume), THE JOURNAL is out of the January, February, March and April, 1897, numbers. No club subscriptions can be dated back of May.

In addition to a great many clubs, a large number of single subscriptions have been pouring in during the past few months, and as the majority date back to January, 1897, this upset our calculation for the back numbers, hence these particular issues are exhausted. It is very seldom that we can furnish a single copy of any particular issue more than two or three months back. The only way to be sure of getting every issue is to keep the subscription paid up.

Of course those on our permanent list will have THE JOURNAL sent to them until we receive a request to drop the paper. However, these subscriptions are payable in advance, the same as all subscriptions, and our permanent list friends would save us much trouble and also save themselves much doubt about the standing of their subscription account if they would pay these accounts promptly, yearly in advance.

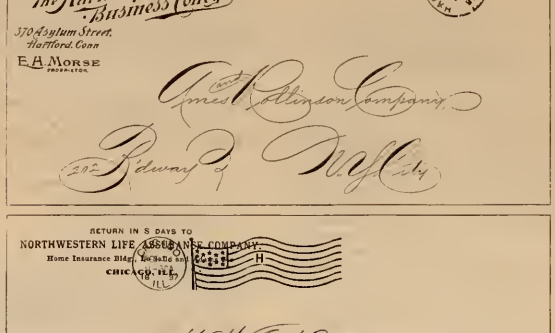
Once again we desire to ask club subscribers to make complaints about incorrect addresses, non-receipt of papers, etc., directly to us rather than to the club sender. It saves time and annoyance, and we can see no reason why the club sender should be put to the trouble and expense of looking the matter up. As explained many times before, in the majority of cases errors in subscriptions are made outside of the office, but we are always glad to look up mistakes and correct them so far as we can.

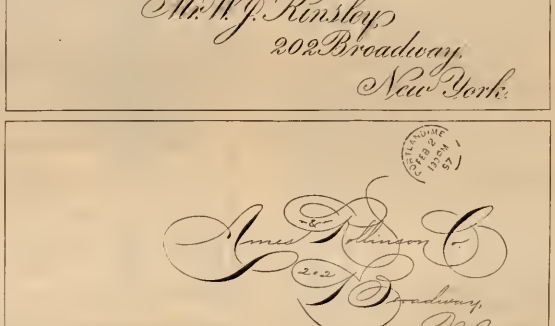
If subscribers at the beginning of a month who have not received last month's JOURNAL would notify us promptly, we would then be able to send duplicate copy, as the chances are that sample copies saved for that purpose will not then be exhausted; but many subscribers wait six months or more before notifying us about the loss of a particular issue, and then feel provoked because that much-desired copy cannot be sent them. Then again, other JOURNAL subscribers evidently think THE JOURNAL subscription manager is a mind-reader and is able to tell when they change addresses. They are surprised to learn that THE JOURNAL has not reached them and wonder why this is. A postscript to the letter usually announces that for the last six months they have been receiving their mail at a different address from the one to which THE JOURNAL was first sent.

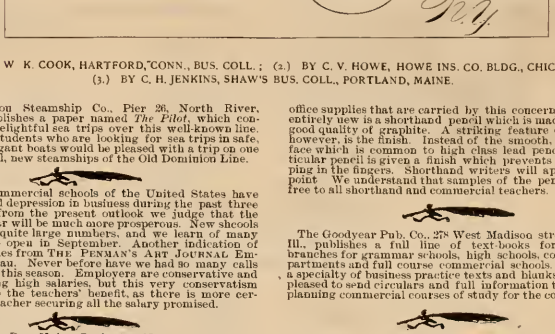
Change your address as often as you like, once a month if you desire, and we shall be glad to make these changes on THE JOURNAL subscription list, but we must receive notice at least one month in advance, as the wrappers are addressed for the June number early in May.

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)







(1.) BY W. K. COOK, HARTFORD, CONN., BUS. COLL.; (2.) BY C. V. HOWE, HOWE INS. CO. BLDG., CHICAGO; (3.) BY C. H. JENKINS, SHAW'S BUS. COLL., PORTLAND, MAINE.

Old Dominion Steamship Co., Pier 26, North River, New York, publishes a paper named *The Pilot*, which contains a list of delightful sea trips over this well-known line. Teachers and students who are looking for sea trips in safe, speedy and elegant boats would be pleased with a trip on one of the beautiful, new steamships of the Old Dominion Line.

While the commercial schools of the United States have felt the general depression in business during the past three or four years, from the present outlook we judge that the next school year will be much more prosperous. New schools are opening in quite large numbers, and we learn of many that expect to open in September. Another indication of prosperity comes from THE PENMAN'S ART JOURNAL Employment Bureau. Never before have we had so many calls for teachers as this season. Employers are conservative and are not offering high salaries, but this very conservatism will redound to the teachers' benefit, as there is more certainty of the teacher securing all the salary promised.

The Rochester Bus. Univ., Rochester, N. Y., during spring and summer will maintain a special training school for commercial teachers. This has been a special feature of the work in this institution for many years, and hundreds of our strongest commercial teachers have taken summer courses at the R. B. U. From the number of letters we have received from business school teachers announcing that they would be in Rochester during the summer, we are led to believe that the attendance will be particularly large this summer. Messrs. Osborn & Williams report that so far the season of '96 and '97 has been more prosperous than this institution has had for several years past.

The Geo. S. Parker Pen Co., 109 Mill street, Janesville, Wis., are makers of a large variety of fountain pens at various prices and in various styles of finish, but all of one writing quality—and that the best. The Parker Fountain Pens may always be relied upon to "count," and there is a smoothness about their writing that makes them in demand. Agents are wanted to represent this company in schools and county institutes, and good arrangements can be made with the manufacturers by addressing them as above.

The Eagle Pencil Co., formerly of 73 Franklin street, is now located in an elegant new office building at 379 Broadway, New York, where they occupy the entire second floor, which has been fitted up in a splendid manner. While this floor, is large, it is occupied entirely with office and sales rooms. The factory is located on East 13th street. A JOURNAL representative who called at the office recently and who had a pleasant talk with Mr. H. P. Beach, their courteous and well-posted advertising manager, was surprised to see the great variety of pens, pencils, compasses, rulers, etc., for school and office supplies that are carried by this concern. Something entirely new is a shorthand pencil which is made of an extra good quality of graphite. A striking feature of the pencil, however, is the finish. Instead of the smooth, polished surface which is common to high class lead pencils, this particular pencil is given a finish which prevents it from slipping in the fingers. Shorthand writers will appreciate this point. We understand that samples of the pencils are sent free to all shorthand and commercial teachers.

The Goodyear Pub. Co., 278 West Madison street, Chicago, Ill., publishes a full line of text-books for commercial branches for grammar schools, high schools, commercial departments and full course commercial schools. They make a specialty of business practice texts and blanks, and will be pleased to send circulars and full information to all who are planning commercial courses of study for the coming season.

For nearly thirty years the Spencerian Pens, made by the Spencerian Pen Co., 459 Broome street, New York, have been widely and favorably known and have had an immense sale. They are being pushed harder than ever, and some particularly bright advertising is being done by Mr. Smith, the advertising manager. Some samples, giving an idea of the variety made, will be sent to any address on receipt of 2 cents to pay postage.

Besides making lead pencils, the Joseph Dixon Crucible Co., Jersey City, N. J., put graphite to various uses—manufacturing high grade stove polish, bicycle lubricator and belt dressing. It has been discovered that electricity is caused by the belt slipping, and of course this produces a great waste of power, and is also an element of danger by fire. Dixon's Traction Belt Dressing when applied will prevent slipping of the belt.

Progress is the title of a brand new journal sent out by Williams & Rogers, the educational publishers, Rochester, N. Y. It is bright and snappy and well worth reading. The various publications of this firm, especially the newer ones, are briefly described in Vol. 1, No. 1, the April issue.

— L. B. McClees & Co., Philadelphia, Pa., handle all kinds of school supplies. They desire to secure agents to represent them in all parts of the country. Teachers and others who have time during the summer might turn it into money by writing to this firm and getting particulars.

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

No. 3.

A decade ago I thought that there was but little room for betterment in the art of writing and of teaching it, save along the line of movement or speed. But my then limited horizon has receded into the dim but not doubtful distance until the view is so extended that it reveals many things for the present and future to do. And this new vision reveals the fact that progress is possible only in the proportion that we undo some of our past acts. We must learn to be less dogmatic, less positive, less confident. We must learn to be charitable to the opinion of others and to realize that no matter how perfect our methods and practices are they are capable of improvement.

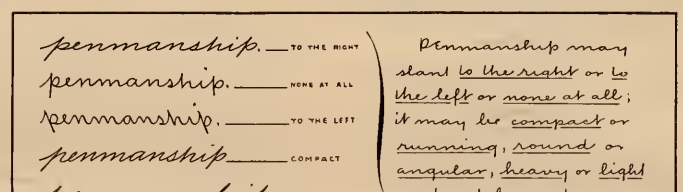
In no particular have we revealed our one-sidedness more than in regard to slant in penmanship. For generations we have been teaching that writing to be practical should slant not less than about 52 degrees, or 30 degrees to the right of the perpendicular. Many have taught that 45 degrees was the true slant. But we are now learning that slant is an unimportant essential in good writing. We are learning slowly, though surely, that so long as writing does not slant to excess it may be good or poor at any degree of inclination to the right or left of the perpendicular or at the same.

The advocacy of vertical writing has done wonders in showing us our extremity in slant as well as in some other things not the least of which is in our reasoning. I do not believe in vertical writing for all, any more than I believe in 60 degrees slant for all. But I do believe now that each individual should be allowed to use whatever slant he desired so long as it was within the limits of universal usage. I believe that some will, if taught rightly, slant their writing to the left as naturally as others do the right. Some few will slant as much as 45 degrees to the right or left of 90 degrees, but most will slant less than 20 to the right or left.

We are learning, too, that there is no "standard" for the proportion of letters; that some prefer long loops and small short letters while others equally sane and proficient prefer short loops and large, short letters. Some prefer compact writing while others prefer that which is running. Many of our best citizens take as naturally to round turns and sharp angles as ducks to water. Others adhere as strictly to angular turns and non-retrace angles as hens to land. They do this in spite of the fact that they have been taught neither. Shall we not recognize these "likings" and "inclinations" in our teaching? Because we have not is no reason that we shall not. I know that many are now saying that they have not been doing some of the things hinted at in these papers. But if they have not been teaching these things, I would like to know what they have been doing. Surely not much of anything, for instruction in penmanship in the past has consisted mainly of shade, curvature, three-space loops, semi angular turns, 52-degree slant, and whole arm, combined, or muscular movements. No wonder teachers and educators disliked penmanship. I don't see how I liked it so well. I liked it because I knew no better. I know now why some "hate" fine penmanship. They dislike even the looks of it because of its many rules and restrictions. They see in it more of training than of beauty, or rather they do not see enough beauty in it to justify the training necessary for its development.

I am free to confess that this is an extreme view of the question—just the same as those who see more beauty in fine penmanship than in fine painting. Both are extremes. I can see beauty in both, but the more of it I see in the latter, the less I see in the former. True, I still teach ornamental penmanship, but I do so because there is a demand for it, and because it serves as a stepping stone to something higher. The ornate in penmanship is all right in engrossing, but it is out of place in the business of expressing thought.

It is my present candid opinion that slant, proportion, angularity, rotundity, spacing, etc., are qualities in penmanship that should be more largely molded by the individual than we have heretofore believed. In other words, these things should conform to the individual, not the individual to them. In the past we have fitted the pupil to the "standard" hand, but in the future we will suit the haud to the individaul pupil. By so doing we will go a long way toward making writing pleasurable rather than repulsive. I know that many will not agree with me in these suggestions and accusations, but if these papers will lead to thought, even though antagonistic at present, their purpose will not be void of fruit. Thought leads to action, action leads to results, and I have enough confidence in the proposed reforms to believe that investigation and experiment will prove my suggestions to be progressive.



"NEEDED REFORMS IN THE PENMANSHIP WORLD." ILLUSTRATION ACCOMPANYING ARTICLE BY C. P. ZANER.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

W. B. Baker, Orpha, W. Va.
J. T. F. Laughner, Whitestown, Ind.

Amateur.

Miss Jessie G. Prescott, 58 Nashua St., Woburn, Mass.

— Remember that it costs nothing to join the Penmen's Exchange Department. Those who desire to join have only to send in the names and addresses, and state under which heading they desire to come, professional or amateur. By "professional" is meant those who make a living with the pen or who are teaching penmanship. The only obligation assumed in becoming a member of the Exchange is to send specimens of your best work to all the other members of the Exchange. This forms a nucleus for a splendid scrap book collection, and every penman, whether professional or amateur, ought to have one or more large scrap books filled with examples of the best work of brother penmen. There is instruction and inspiration in such a collection, and it repays, many times over, the cost in money and labor of preparing it. If you have not done so already, by all means start a scrap book collection. A few dollars a year spent in purchasing specimens from leading penmen will soon build up a collection that will become more valuable as years roll by. There is much more sense, and certainly more artistic pleasure, in a collection of specimens of pen work from experts than in the postage stamp fad or in any similar craze. The pleasure of collecting, arranging and preserving these specimens is great and well repays the effort to get them. In after years when looking over the collection, these specimens will call to mind certain events and show the skill of a certain penmen, and will often bring back some long forgotten episode.

— Teachers of penmanship will find a scrap book collection of the work of leading penmen to be a wonderful help in their teaching. It will not only furnish ideas for themselves, but they can place these specimens in the hands of their pupils to use as models, and in this manner let the students see the work of many expert penmen.

— F. O Gardiner, penman of the Stockton, Cal., B. C., has made rapid strides in his mastery of the pen. For accurate, graceful writing, whether slant or vertical, business or ornamental, he is among our best young penmen.

— E. L. Glick, Gloucester, Mass., B. U., whose work we have shown many times and whose specimens appeared in the April JOURNAL, has sent us a package of cards that would delight the eye of any penmanship connoisseur. Young penmen should send several pages of their scrap books filled with his work.

— L. W. Hammond, Batavia, N. Y., favors us with a spatter work drawing, "The Easter Egg," representing a chicken in an egg. It is neatly done.

— D. E. Johnson, Troy, N. Y., B. C., sends several well written cards.

— Script from the pen of L. M Kelchner, No. Ill. Nor. School, Dixon, Ill., is always a delight. We have before us a specimen of his abbreviated business script, and it is a model of accuracy and beautiful in its simplicity.

— J. L. Zwickey, Supervisor of Writing, Storm Lake, Iowa, is not only a good business writer, but is able to turn out several styles of script and do some excellent flourishing. Specimens from his pen have led us to see this.

— J. T. F. Laughner, Whitestown, Ind., sends business and ornamental writing, which is good.

— Albert Backus, penman Lincoln Nor. Univ., Normal, Neb., sends some business and ornamental writing and some automatic pen work, all good. Mr. Backus has made great improvement the last year.

— F. H. Shinn, Prin. and Prop. Muscatine, Iowa, B. C., writes a vigorous, clean-cut hand. A set of plain shaded capitals lately received from him shows excellent work.

— J. M. Reaser, penman Dover, N. J., B. C., submits some plain and ornamental writing that indicates he understands how to handle the pen.

— L. H. Jackson, penman Va. B. C., Richmond, Va., writes a dashy ornamental style. Some cards lately received from him shows it.

— From J. A. Elston, Canton, Mo., we have received some ornamental writing and flourish, both good.

— F. P. Gaynor, penman Childs B. C., Athol, Mass., sends THE JOURNAL some good business writing.

— D. E. Henry, Ottawa, Ont., B. C., favors us with a sample of business writing, plain as print.

— E. H. Craver, Ebensburgh, Pa., who has learned to write a business hand that is equal to the majority of professionals from following instructions in THE JOURNAL, has sent us some spiral oval exercises that are as fine as anything we have seen in this line.

— J. J. Reese, Newnan, Ga., forwards as his contribution a variety of script and a neat offhand flourish. Mr. Reese is a good writer.

— W. B Baker sends a pen sketch.

— Model business writing has been received from the following: W. D. Chamberlain, Ionia, Mich.; C. E. Towne, Box 184, Kennebunkport, Maine; G. J Henderson, Portland, Ore.; W. J. Roy, Lawrence, Mass.; E. V. Chase, Walla Walla, Wash.

— Excellent examples of professional writing have been received from the following: S D. Forbes, Lynn, Mass.; A B. Stauffer, Ada, Ohio; E. H. Diefenbach, Knoxville, Tenn.

Students' Specimens.

— R. C Metcalfe, teacher of penmanship in Woods' Coll., Ashland, Pa., has sent a full size legal cap page of writing of each student in his writing class Every letter is clear and plain, and the touch of the majority light and elastic, the word and letter spacing excellent and a good movement sustained throughout. It is excellent business writing, and is the best proof that Mr Metcalfe understands how to teach.

— T. T. Wilson, of the Brockton, Mass., B. U., sends a package of examples of writing taken from the ordinary class work of his pupils. Movement exercises, word and sentence writing, small and capital letters are all represented in the specimens sent. The work is very uniform, and has form, speed, and movement in every line. If this can be taken as a sample of his work, Mr. Wilson is rapidly improving the writing of the young people of Brockton.

H. Weaver, student of Elston Cor. School, Canton, Mo. sends some good business writing, also some nice artistic writing. He learned his artistic writing in ten lessons, and it would indicate that he is on the right track.

Public School Work.

— Miss Clara Banks, special teacher of writing, Osage, Iowa, public schools, has sent by express several hundred sheets of work showing movement exercises, word and sentence writing, together with capital letter work of the pupils under her instruction. The movement exercises are particularly well done and all the work is written with freedom. It demonstrates once more that rapid forearm movement writing can be taught in the public schools when there is some one at the helm who understands how to teach it.

— Chandler H. Pierce, Supervisor of Writing, Evansville, Ind., public schools, favored THE JOURNAL with a large package of pupils' specimens, embracing fifteen or twenty styles of exercises, word and sentence writing, figure work, etc., all high grade. Mr. Pierce has accomplished wonders in the short time he has been at Evansville, and the writing of these pupils shows what can be done under the guidance of a competent supervisor.

— Miss Leava Durham, teacher of penmanship and music in the Bushnell, Ill., public schools, has sent THE JOURNAL some samples of movement work of Mazie Harris and Eugene E. Hummer, each aged fourteen. Considering that this is their first year in movement work, the exercises are well made. We hope Miss Durham will push the movement idea until she reaches many of the lower grades. The school board of Bushnell should back her up in this matter. As this is the first year of movement work for these fourteen-year-old pupils, we have been wondering what kind they must have been taught last year. Why wait until pupils are fourteen years of age before giving them a chance to learn to write with the forearm movement?

Notice to Customers of E. L. Glick.

— E. L. Glick, formerly of New England Bus. Uni., Lowell, Mass., but now principal and proprietor of the Gloucester, Mass., Bus. Uni., requests us to announce that owing to a fire which destroyed his college building he lost his order book and a number of orders received from his advertisement in THE JOURNAL. If those whose orders remain unfilled will write to Mr. Glick he will attend to the matter promptly.

Just what teachers need for themselves and their pupils—

The SCHAGEN FOUNTAIN PEN

Costs but *A CENT* at stationers, or sample mailed for two-cent stamp.

GEO. BORGFELDT & CO., 18-24 Washington Pl., New York

BARNES' STEEL PENS.

Universally Famed for Their

Made of the best tempered steel, after continuous use they grow in favor until it is most difficult for competitors to effect a change.

FLEXIBILITY, DURABILITY and SMOOTH, EASY ACTION.

We take pleasure in quoting a few selected words of commendation from leading authorities:

"Barnes' Steel Pens have the reputation for giving such general satisfaction that those who have used them look on them as old and welcome friends."
THE AMERICAN STATIONER, New York.

"I consider your steel pens very fine."
C. E. CORLISS, Supr. of Penmanship, Public Schools, Dennis, Mass.

"They are the best pens I have ever used."
S. G. TURNER, Cashier Bank of Swainsboro, Swainsboro, Ga.

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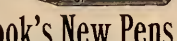

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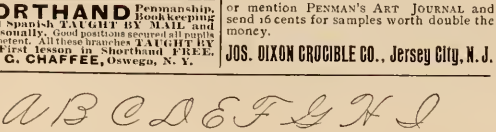

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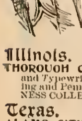

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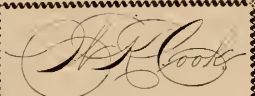

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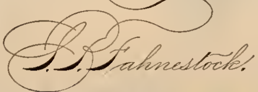

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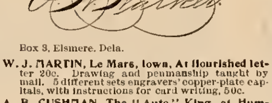

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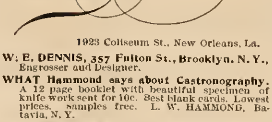

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COMPETENT TEACHER of pen., arith., bookkeep., civ. gov., rhet., history, physics, chem., etc., is open for immediate engagement. Completed common school, pen., com'l and teacher's courses and was classified as Sophomore in 7 years' coll course. About 6 years' experience. Health good; age 27; weight 130; height 5 ft. 7½ in.; married. Best of references; salary low. Address "A. V. E.," care of PENMAN'S ART JOURNAL.

I TEACH bookkeep., arith., com'l law, history, civ. gov., Eclectic Short., pen., physics, etc., and have had experience in public schools. Have graduated from common, nor. and bus. schools. Perfect health; age 25; weight 175; height 5 ft. 11¼ in.; unmarried. Good references. Ready Aug. 1, 1897; salary low. Address "O. U. G.," care of PENMAN'S ART JOURNAL.

A CAPABLE TEACHER of bookkeep., Isaac Pitman Short., pen., com'l law, typewriting, spell., polit. econ., history, lit., etc., is open for engagement. Has good common school and bus. coll. education and also taken special work in lit., economics, teaching. 11 years' teaching experience in com'l and lit. colls. Familiar with W. & R., Sadler's, Practical texts. Age 32; weight 175; height 6 ft.; health good; married. Good references; moderate salary; ready Aug. 1, 1897. Address "ENERGETIC," care of PENMAN'S ART JOURNAL.

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TEACHER of pen., plain and ornamental, Eclectic Short., bookkeep., arith., gram., read., geog., spell., U. S. Hist., physiology, etc., is open for engagement. Has good public school education and has completed full com'l short. and pen. courses in bus. coll. About two years' teaching experience. Familiar with W. & R. and Ellis' texts. Good health, age 26; weight 135; height 5 ft. 6 in.; unmarried. Good references. Ready now; low salary. Address "G. N. I.," care of PENMAN'S ART JOURNAL.

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GRADUATE of public schools, also of com'l, short. and teleg. depts. of bus. coll., with 3 years' experience, is open for engagement as teacher of bookkeep., arith., Munson Short, type., gram., correspond., rapid calcu., spell., bus. pen., teleg. Familiar with W. & R., Sadler's, Packard's, and Ellis' systems. Health excellent; age 20; height 5 ft. 9 in.; weight 153; unmarried. Strong references. Low salary; ready on 30 days' notice. Address "STEADY," care of PENMAN'S ART JOURNAL.

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HARTFORD, CONN., April 14, 1897.

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GENTLEMEN: It pleases me to say that I have again taken advantage of the excellent opportunities afforded by your Bureau, and have to-day contracted with Prof. Chas. T. Platt, of Chicago, as instructor of my shorthand department for the school year commencing September, 1897. I want again to add my testimonial to the many excellent ones you have received from other schools in witness of the fact that after repeated trials of other bureaus and comparison of applications received, I am obliged to select again from the PENMAN'S ART JOURNAL TEACHERS' BUREAU.

If anyone is willing to pay a teacher a decent salary they should surely be satisfied with some one of the candidates on your list.

Very truly yours,
(Signed) E. H. MORSE, Prin. Hartford Business Coll.

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The 1897 employment season is now open and we have several calls for teachers to begin work Sept. 1st. Many more, of course, will be received during the next six months. Many of the places in the following list are where teachers are wanted at once. Judging from the opening of the season there is every indication of a large number of vacancies the present year. Well prepared teachers (with or without experience) are in demand. There is no call for any other kind. During 1896 we had twice as many calls for competent teachers as we had teachers to fill the places.

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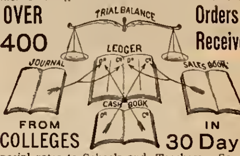

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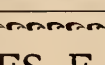

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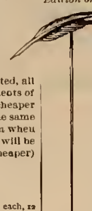

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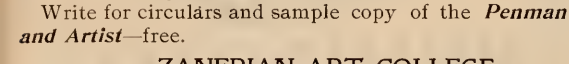

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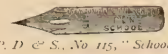

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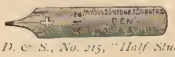

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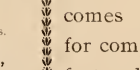

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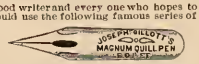

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Heretofore Vertical Copy-Books have simply presented copies to be *imitated*. The result has been that the scholars have learned to slowly draw imitations of the copies set. We have employed the best skill in teaching which has heretofore been used only in preparing the Standard Copy-Books. The result is that we have a perfected course in *Movement Exercises*, in which the scholar is taught the most rapid and perfect way of making the letters; until perfect facility and rapidity in forming the letters are acquired, the result being a rapid and beautiful Vertical handwriting.

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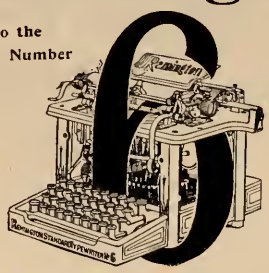

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A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-in-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, JUNE, 1897.

Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 6.

Loops Below Base Line.

The motions used to form the loop below the line differ somewhat from those used in forming the loops above the line. In making the latter, the direct oval and oblique motions are used, but in making the former the reversed oval and oblique motions are brought into play.

Commence by practicing on the reversed oval compact exercise. Make this rather narrow and one-half space in height. Next follow the steps illustrated for developing the small "j" exercise. Count one for each down stroke and master this exercise before any of the letters in Plate 18 are taken up. Make the loop extend below the base line a little less than one-half the space between blue lines.

The g.

By placing the loop below the small "a" the "g" is made. Combine five or more and count 1—2 for each letter. Practice on the word copies and try to improve in spacing. Whenever the "g" is the first letter in a word, omit the initial stroke. The same may be said of the "a," "c," "d," "o," "t," "q," and several other letters. We usually follow this rule, but consult your own taste in this matter.

The p

Make quite a decided upward curve, then make the down line nearly straight. See that the small oval finishing part joins the loop. Counting is one of the best means for securing regular time. It will cause the slow students to write faster and act as a check on those who are using a wild and reckless movement. Count 1—2 for the "p," make them same distance apart as shown in the copy, and then write across the entire page without lifting the pen. Much benefit may be derived by practicing on these long, continuous drills. Try the "g" in this way also. Write several pages of each word copy.

The y.

Review the "j" exercise and then practice on the small compound curve exercise, as shown in the copy. This little exercise is a very valuable one, and, judging from the specimens received from day to day, is one that does not yield readily to practice. Now work on this exercise until you can see some substantial results, and if the above instructions are complied with the forming of the "y" will seem quite easy indeed.

The z.

Practice on the small "m" exercise, then make rather a broad turn at base line and finish the "z" with quite a full loop below base line. Work on the copy as indicated in the illustration. Watch your movement carefully at all times, and whenever it becomes sluggish work lively on rapid movement drills. If you are using a slow, weak, uncertain movement you may expect but little good from this course of lessons. A free, light muscular movement is the *foundation* for rapid business writing, and the sooner you realize this fact the sooner you will become a superior business penman.

The Figures.

Some time should be spent in the practice of the figures every day. The ability to make good figures is as much of a necessity to a business man as almost anything you could mention, as so much depends upon figures.

In making business figures the two main requisites are legibility and speed, and one should not be sacrificed for the other.

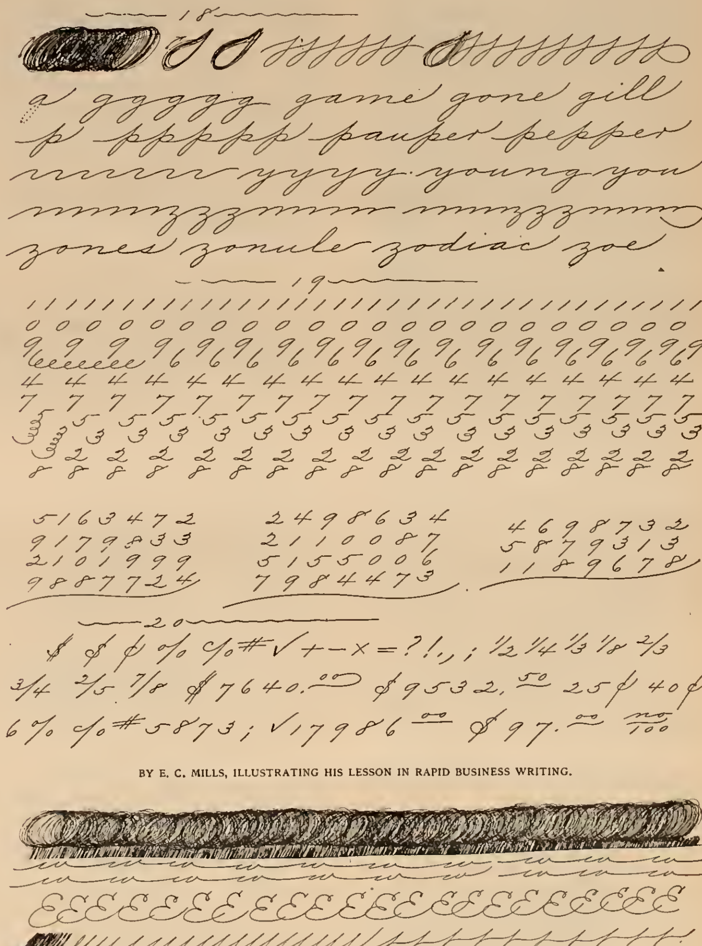
How to Practice.

It will pay you to practice the figures in a systematic manner, and do not allow yourself to hurry over any part of the work.

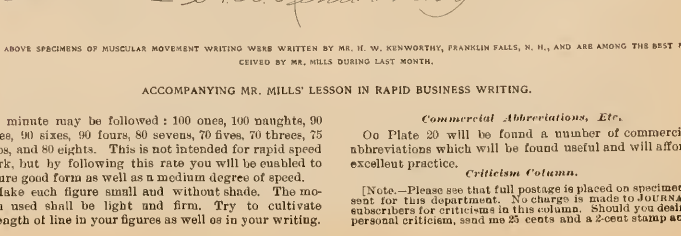
Study carefully each figure before practicing, and take up but one at a time and practice upon that figure until correct form and movement are established. At least two or three pages should be written with one figure before another is attempted.

For ordinary practice work the following rate of speed per minute may be followed: 100 ones, 100 naughts, 90 nines, 90 sixes, 90 fours, 80 sevens, 70 fives, 70 threes, 75 twos, and 80 eights. This is not intended for rapid speed work, but by following this rate you will be enabled to secure good form as well as a medium degree of speed.

Make each figure small and without shade. The motion used shall be light and firm. Try to cultivate strength of line in your figures as well as in your writing.



BY E. C. MILLS, ILLUSTRATING HIS LESSON IN RAPID BUSINESS WRITING.



THE ABOVE SPECIMENS OF MUSCULAR MOVEMENT WRITING WERE WRITTEN BY MR. H. W. KENWORTHY, FRANKLIN FALLS, N. H., AND ARE AMONG THE BEST RECEIVED BY MR. MILLS DURING LAST MONTH.

ACCOMPANYING MR. MILLS' LESSON IN RAPID BUSINESS WRITING.

Commercial Abbreviations, Etc.

On Plate 20 will be found a number of commercial abbreviations which will be found useful and will afford excellent practice.

Criticism Column.

[Note.—Please see that full postage is placed on specimens sent for this department. No charge is made to JOURNAL subscribers for criticisms in this column. Should you desire personal criticism, send me 25 cents and a 2-cent stamp and

your work will be carefully criticised and returned to you, together with a letter written in my best business style. Address all communications to E. C. Mills, Rochester, N. Y.]

Harry V. K., New Jersey.—Try combining the final "t" again. Watch the compound curve between down strokes also make the "o" somewhat more round in the word "doomed."

M. J. K., Earling, Iowa.—Improvement in small letters, but your capitals are not systematic enough. Better select some *one* good form and adhere to that style of capital throughout all your work. This will apply to others also.

J. C. R., Mankato, Minn.—Compact exercises very good. The "r" and "s" are your weakest small letters at present. It is the little points that need careful practice.

W. H. W., Corwith, Iowa.—Your movement is strong but still too large. Now spend one hour a day for two weeks in practicing *small exercises*, Feb. lesson. It will be tiresome, but if you are thoroughly in earnest this work will be a great help to you. Yes, you are gaining.

"Determined."—You are not too late to enter the contest. You are on the right track, and, judging from the tone of your letter, I feel that I am safe in guaranteeing you a good business hand if instructions are followed. Work hard and send specimens every week.

J. O. W., Goodstown.—Make capital "A" with a lively motion. Your small letters are among the finest I have.

Rosalie, Baltimore.—You are using too much finger movement in small letters. Keep the fingers quiet for awhile until the arm movement becomes established.

F. J. S., Richford, Vt.—Your writing is the right size for practical purposes. I wish I could have your work, as well as the work from many others, engraved and printed in the JOURNAL. I know many of the JOURNAL readers would be surprised to see how much may be accomplished by hard work at home.

T. H. D., Jersey City.—Small letters too large yet. Try to get light down strokes in capitals. I can notice a marked change in your work already.

L. McR., Salem, Va.—You have the foundation exercises and would write an excellent business hand if you would omit all shade and make capitals smaller. Use a coarse pen and practice on speed work.

J. H. T., Tupelo, Miss.—Practice on the small compound curve exercise again. Try the more advanced work now.

Chas. R. L., Quincy.—Small letters too large. Make the compact exercises more compact. It pays to make the foundation strong and sure.

J. A. D., Norwich, Ct.—It seems to me that you could write one-half smaller and still use a very rapid movement. Drill on *very small* exercises and I am sure you will succeed in bringing your writing down to a better size.

Wm. H. R., Auburn, Pa.—In writing most words do not lift the pen.

Jennie M. V., Deposit, N. Y.—Read criticisms for T. H. D., Jersey City, and Wm. H. R. Your movement is very good and I am glad you are taking such an interest in the work.

J. N. K., Earling, Iowa.—Practice on small "t" and "c." Sometimes specimens do not arrive in time, and perhaps that is the cause of the delay in your criticism.

H. T. D., St. Lawrence, Pa.—Send a good large package of work for criticism. Send enough to convince me that you are doing some solid work on these lessons.

J. J. Reed, Cambridge.—Drill on small "m" exercise and make down lines closer together. Work covers too much space.

Lillian H., Sacramento.—Practice combining the "W" and also review the small "r," "s" and "m" exercise.

"Napoleon."—Read criticism for M. J. K., Earling, Iowa. Large compact exercises very fine. Try to make a record on small exercises. Also read criticism for H. T. D., St. Lawrence, Pa.

O. E. G., Greensburg, Kansas.—You and many others have been doing their best to break up that stubborn finger movement style of writing. Do not give up. Do not try word copies until you can make all the movements in January and February lessons.

Gertie D., Mesa, Colo.—Some of your capitals still have that "nervous" look. Establish a speed record on the "E." Review the "r" and "w."

R. M. R., Washington.—Close the "a" part of the loop "d." Sometimes when this error occurs in a marked degree it resembles the "cl." Other work is excellent.

H. E. H., Stockbridge, Mich.—Read criticism for Harry V. K., New Jersey; also shorten the loop in the "q."

F. J. S., Mahaney City.—I am not quite satisfied with your compact exercises. Make down lines light and work out all white space. Practice on small "m" exercise and make capitals smaller.

Jos. H., Lawrence, Mass.—Your "m's" and "n's" are too sharp at top. Use more rolling motion on those letters. Use a coarser pen.

J. L. G., Carbondale, Pa.—Yes, you are improving, but I would like to see a page or two more of your compact exercises, both large and small.

E. C. MILLS.

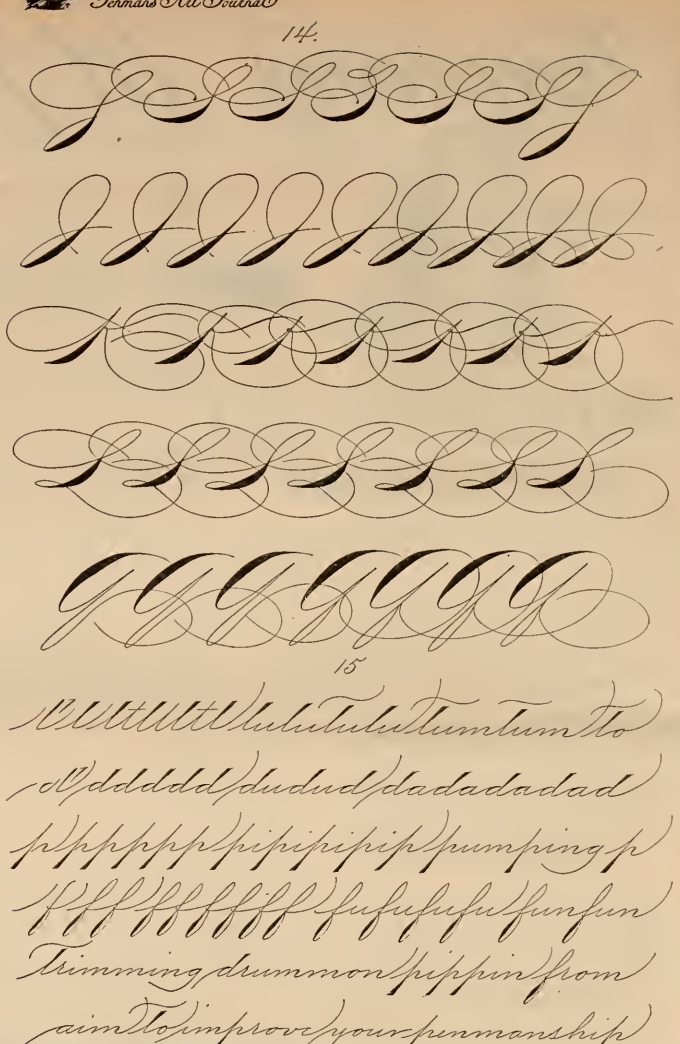
Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

It is a source of great satisfaction to be able to say that the majority of pupils who have thus far sent their practice sheets regularly have made rapid progress toward mastering the ornamental style of writing, and have every reason to be encouraged. There are a few, however, who have overlooked some vital points in the first part of this course and are now toiling under many disadvantages that would not have existed had they heeded the instructions pertaining to the movement drills and capital letter stems that appeared in the first lessons.

Since your practice on the capitals has taught you the importance of the first principles and stems, let me implore you to drill on these essentials frequently in connection with your other work, as the manner in which these are received and treated will determine your success or failure in learning to write a good ornamental hand.

You should, by this time, have attained an inventive faculty, and should begin to invent numerous styles of letters by using different stems and to join letters in various ways to make combinations pleasing to the eye. Work on the capital letters this month about the same as directed in last lesson, remembering to kindle yourself to a burning enthusiasm and to omit no opportunity for improvement.



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

Plate Number Fourteen.

In making the capital letter "S," begin with a large flat oval in first position. Throw the downward stroke a compound curve, with the shade below the cross, or in second position. There are no exercises for developing movement or form under which this letter may be classified; therefore, practice on the three forms as shown in the first line.

Begin capital letter "J" with an upward stroke and not with a fish-hook at the bottom. Throw the downward stroke nearly a straight line, having the shade to begin below the base line, and the widest part in what is known as third position. Keep the upper part of your letter twice the width of the lower. Notice at all times the height, slant and round turns.

In making capital letter "K," commence with the stem as in the first plate of March number, taking great care to keep the shade low in second position, and to cut it short by lifting the pen quick at the bottom. Throw the first stroke in the last part of the letter a compound curve, joining it at the stem by a little loop about one-third from the top. End your letter by throwing the last downward stroke a perpendicular compound curve and finishing with a large flat oval in second position.

In the capital letter "L" the first part is exactly the same as "S." Have the lower loop one-half the size of the upper and end with a large flat oval in second position as in capital letter "K." When you can make them well separately, join them together, as it will assist you in inventing different combinations. Keep your work on the base line, and same size of copy.

In making "Q," have the first part same as capital "A" in April number. Throw the last downward stroke nearly a straight line and end with a large flat oval in second position. When joining them, notice the slant and do not make the letter too large.

Plate Number Fifteen.

In this plate you have four extended letters which will add to the appearance of your writing should you be able

to make and shade them correctly. In writing the ornamental style, and especially in making small letters of this class, it is advisable to lift your pen to joining upward hair lines with the downward shades, provided the utmost precaution is used in connecting to the letter.

In shading the "t" and "d" stem, be very careful not to let the shade extend too low. Notice how they are afterward retouched or squared at the top by the means of a little dash placed at the side. (Study illustration.)

When two extended letters appear together in a word, shade but the first.

Do not think these letters and sentences are as little in importance as in size. They should receive their share of attention. Practice on them repeatedly. Send on your practice sheets regularly so that I may receive them by the 20th of the month, remembering to address me care of Indianapolis Business University.

CRITICISMS.

Night Student, Pa.—Stay with one thing at a time until mastered. A hop, step and jump may take you over the ground, but it will not produce the desired result. Do not lift your pen at bottom of first position shades in capitals; try tissue paper suggestion to develop better conception of form. Work faithfully on first principles, and send practice papers regularly. We can do you good.

B. D. G., Middletown, Conn.—Glad to have you with us. Desire to catch up with the class should not prevent doing justice to first lessons. You have ability to shade, but that is not all. A spring hat placed well, looks well; but pulled down in front looks bad. Study positions in shading.

P. J. S., Richford, Vt.—Criticism on your work was overlooked last month. Your practice on Plate 5 is among the best received. Do not turn F and W stem up at the toe. Like what you say, thanks.

Book-keeper, Waterbury, Conn.—Your work displays good movement. Have *shaded* ovals two thirds as wide as long, and more compact. Widest part of shade should be in center. With little time and practice, you can become a fine ornamental writer. Let me hear from you again.

L. B. D. A., Oil City, Pa.—You have good command of the pen. Make capitals larger and flat ovals in letters longer. Do not shade first downward stroke in capital D. Study details more in small letters. Your small c is out of date. Do not put on brakes in making downward strokes of small *u*. Send practice sheets regularly, am watching your progress with pride.

J. M. B., Elwood, Ind.—You have a good start; what you need is careful and systematic practice. The Principality Pens may be secured at the Indianapolis Business University, at the rate of 35c. per one-quarter gross.

E. L. C., Battle Creek, Mich.—"In the bright lexicon of youth there is no such word as fail." Do not become discouraged; you cannot do in a week what has taken others months to accomplish. Send best practice papers each month.

O. W. C., Quincy, O.—Your capital B calls for more work on stems in March issue. Your shading in stems begins too high and extends too long on the base line. Cut them short. Do not place pen in the shade in making last part of M and N. Avoid sharp turns and end with a large, flat oval in the second position. The stem part of your capital R, F and P should be compound curves. You would be a stiff man were your backbone as straight. Study slant and uniformity.

C. L. D. Manchester, N. H.—Have more regard for form and position of shade. Apply yourself mentally and drill on first principles frequently. Send practice sheets so I may receive them by the 18th of the month.

Earl, age 14.—Yes, it will help you to review first lessons. Make flat ovals larger in capitals and do not stand them on end. Begin and end shades with a hair line, and do not have them quite so heavy. Study details in small letters and send in several pages of each. I anticipate a bright future for you in the penmanistic world.

George, Omaha, Neb.—Movement is good, and arrangement of work better. Yes, shade heavy on shaded ovals, as it will develop the double action necessary in handling shades in letters artistically. The first position flat ovals in C, D and H are too small; have long way parallel with base line.

A. J. M., Wilmington, O.—Avoid angular turns at the bottom of A, and at the top of D, H and C, which turns are caused by slacking the motion. Have flat ovals in letters one-third longer than letters in height. Do not be reckless in making small letters; stay with one thing longer and work for uniformity. I appreciate what you say.

Howard, age 6.—Movement is stiff, and your practice sheets show inability to execute smoothly the first exercises given. Practice on them faithfully and send in five pages of stems in March number.

E. L. C., Hammond, Ind.—Your writing covers too much space; reduce it in size. Practicing at random is a waste of time. Read lessons half-dozen times, and then push ahead. What will you do when you have bread to earn?

Clarence, Bloomington, Ill.—Movement is irregular; acquire an easy rolling motion, and apply it to capital letters the same as in movement drills. Avoid all angular turns in small letters, and close small *a* and *o* at the top.

Fred., Wabash, Ind.—You are a hustler; it does me good to see the neat work you send. Make small letters smaller, and practice the sentence writing frequently.

E. C. M., Nebraska City, Neb.—You are too slow to get a warm breakfast. My letter and personal criticism remain unanswered. Come, hustle up.

E. B. S., Burlington, Iowa.—You have improved. This kind of systematic practice will certainly make a writer of you. Do not sacrifice movement for form.

A Good Handwriting What It Is and How To Get It A Symposium!

Questions.

1. (*a*) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)

(*b*) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (*As position, speed, movement*, etc.)

2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
   (*a*) Body.
   (*b*) Hand and pen.
4. Name the best movement and give your reasons.

Respectfully,
PENMAN'S ART JOURNAL.

Eastman College's Penman Has Good Reasons.

1. (a) Legibility, size, ease.
(b) Position, movement.

2. "Muscular movement" is that action of the upper arm and shoulder using the large muscles of the forearm as a fulcrum, producing script forms unaided by the fingers.

The skin of the forearm retains its place on the table, while the muscles move backward, forward or sidewise in their sheath.

3. (a) Front, with left side slightly nearer table than the right; seat at sufficient distance that the body does not touch table; body bent forward at hips with little or no curve of spine; feet flat on floor about twelve inches apart and heels directly beneath front edge of table.

The left elbow about three inches forward on the table, supporting and steadying the body, and about three inches of the right forearm off the table.

When the right elbow forms a right angle the forearm should lie directly over the right edge of the paper. *Because*—this position, while hygienic, is more nearly suited to writers in all vocations than any other, and may be modified to suit any peculiar demand and is conducive to those strong curves and full forms which are so essential to rapid, legible writing.

(b) Holder should be held at a slant near forty-five degrees, which gets best work and wear from pen, by crossing first joint of second finger and resting between the roots of thumb and first finger

Fingers should be well curved and resting easily against each other, the fourth sliding on side near the end which is turned sufficiently under the palm to bring directly beneath upper joint of first finger.

Thumb is bent so as to bring its point on holder, about one-fourth the distance from the end of first finger to its upper joint with a downward pressure. *Because*—this position aids free movement, gives firmest grasp with minimum exertion, is nearly natural and is the least tiring one found by considerable experiment and investigation.

4 Forearm aided by fingers. *Because*—(a) No movement being suited to all classes of work and positions, this one fits more than any other and has the great merit of adaptability.

(b) All whom I consider good business writers use it.

R. G. LAIRD,
Eastman Bus. College, Poughkeepsie, N. Y.

MIMEOGRAPH COPIES.

Their Use in the Class Room.

EDITOR PENMAN'S ART JOURNAL:

DEAR SIR: As per your request I have prepared two copy slips for engraving. In one I have sought to let the copy retain its original appearance as done on the mimeograph—the other I have reproduced with pen and ink except the picture.

Copy Plate One.

By the use of the mimeograph I am enabled to print copies for my entire class (numbering from 75 to 150 students) in twenty minutes. I use the blackboard in connection with the slips. Some of the advantages gained by the use of the slips are: They show proper size, slant, etc., of the exercises. They are kept by the students and will be used, perhaps months later, with as good or better results than at first. Important points of instruction may thus be retained in the mind of the student which otherwise might be forgotten, etc.

I usually place some quaint illustration on the slip, which insures its safe keeping and assists in keeping up a lively interest.

During the writing hour I endeavor to get every one to working right, then insist that they use their odd moments and a fair portion of time that evening in developing *that particular idea* and mastering *that particular copy*. I count, use the metronome, whistle, etc., to secure ease and uniformity in movement during the writing hour, and then insist that the same uniformity be maintained in all their work.

The Bicycle Copy.

These retraced exercises are *movement developers*. Use forearm movement. Go round and round in the same track from eight to twelve times. Stop at all sharp points (call them resting places). Slack the motion at all short turns. Move fast enough to take the shake out and slow enough to control the motion.

This is the foundation lesson for capitals and cannot be mastered in a day. Use the simplest exercises first, but do not call the lesson learned until the most difficult are mastered.

Aside from the movement drill, the following practical points are to be gleaned from the copy. The second and third ovals are to be used as *remedies* where the fault is to get them too slanting. No. 2 is placed in that particular slant for the purpose of teaching the capital stem, as in *T, F, L, P, S*, etc. No. 3 gives the finished stroke of *L* and *Q*, also the top of *T* and *F*. By the use of Nos. 4, 5, 6 and 8 we are taught to *come in from the right direction* in forming these letters. Also to avoid finishing with a quick, jerky stroke.

Yours truly, C. H. ALLARD,
Gem City Business College, Quincy, Ill.

BY C. H. ALLARD, ILLUSTRATING HIS ACCOMPANYING PAPER.

Penmanship and Drawing For Public and Graded Schools.

Awards in The Journal's Public School Contest.

No one can know of the work and anxiety connected with the beginning and ending of a contest so sprited as the recent one unless by personal contact.

It was not the work of a few hours. Days have passed and it seemed the end would never come.

At the proper time I will suggest some very advantageous changes.

The specimens came in every conceivable form, and not a few in a style in keeping with the age of up-to-date possibilities.

As cautious as I have been, some one's name will be left out, and thereby give room for complaint.

To make the proper comparison, and deal conscientiously with all, all the specimens of each grade were put together and the search light of 25 years turned upon them.

Let the success or defeat spur you to renewed battle, and with my most willing help do and die for the cause you should most fondly love.

First Grade.

1st. Mamie Boss, age 7, Cincinnati Pub. Schools.
2nd. Bennie Lawrence, age 7, Baxter School, Richmond, Ind.

HONORABLE MENTION.

Alice Holland, age 7, Pope School, Memphis, Tenn.

WORTHY OF HONORABLE MENTION.

Amelia Pickard, age 6, Elizabeth, N. J.
Maud Thomas, age 6, Cincinnati, O.
Morris Winston, age 7, Pope School, Memphis, Tenn.

Second Grade.

1st. Mabel Bell, age 8, Cincinnati, O., Pub. Schools.
2nd. Virl Van Nuys, age 8, Warner School, Richmond, Ind.

HONORABLE MENTION.

Clifford Meila, age 8, Cincinnati, O., Pub. Schools.

WORTHY OF HONORABLE MENTION.

Geo. Riner, age 8, Smith School, Memphis, Tenn.
Josephine Seguin, age 8, Big Rapids, Mich.
Elsie Kram, age 8, Big Rapids, Mich.

Third Grade.

1st. Chas. Kaiser, age 9, Cincinnati, O., Pub. Schools.
2nd. Lizzie Rocker, age 10, Cincinnati, O., Pub. Schools.

WORTHY OF HONORABLE MENTION.

Mary Thornburn, age 9, No. 5 Primary, Elizabeth, N. J.

Fourth Grade.

1st. Eugene Eisert, age 10, Cincinnati, O., Pub. Schools.
2nd. Hildur Youngquist, age 9, Laurel School, South Bend, Ind.

HONORABLE MENTION.

Lena Dilg, age 10, Cincinnati, O, Pub. Schools.
Lena Swindler, age 9, School No. 47, Indianapolis, Ind.
Selma Pierson, age 10, Laurel School, South Bend, Ind.
Fred. Samson, age 10, No. 5 Primary School, Elizabeth, N. J.
Flora Milliken, age 9, New Park School, Saco, Me.

Fifth Grade.

1st. Martha Lerf, age 9, No. 3 Public School, Elizabeth, N. J.
2nd. Maude Beck, age 11, Coquillard School, South Bend, Ind.

WORTHY OF HONORABLE MENTION.

Ellen Decker, age 11, New Park School, Saco, Maine.
Clara Rickel, age 11, Cincinnati, O., Pub. Schools.
Stella Schmidt, age 11, Cincinnati, O., Pub. Schools.

Sixth Grade.

1st. Harry Smith, age 12, No. 46 School, Indianapolis, Ind.
2nd. Martha Müller, age 12, Hibbard School, Richmond, Ind.

HONORABLE MENTION.

Lizzie Kuntz, age 12, No. 3 Public School, Elizabeth, N. J.

WORTHY OF HONORABLE MENTION.

Fay Weaver, age 12, Laurel School, South Bend, Ind.
Harry Weinberg, age 12, Laurel School, South Bend, Ind.
Emily G. Chapman, Adelphi Academy, Brooklyn, N. Y.

Seventh Grade.

1st. Katharine M. Kinzly, age 13, Intermediate School, Lockport, N. Y.
2nd. Nellie Archer, age 13, No. 46 School, Indianapolis, Ind.

WORTHY OF HONORABLE MENTION.

Pauline Jones, age 13, Baxter School, Richmond, Ind.
Elsie Hinte, No. 1 Pub. School, Elizabeth, N. J.
Percy Smith, age 13, Intermediate School, Lockport, N. Y.
Lizzie Hershey, age 12, Finley School, Richmond, Ind.
John Johnston, No. 1 Public School, Elizabeth, N. J.

Eighth Grade.

1st. Margaret Milhken, age 14, Middle St. School, Saco, Maine.
2nd. Goldie Myers, age 12, Cambridge City, Ind.

WORTHY OF HONORABLE MENTION.

Frankie Pickerill, age 14, School No. 46, Indianapolis, Ind.
Lucy Barrett, age 13, Reno, Nev., Pub. Schools.
Fred. Delonchant, age 14, Reno, Nev., Pub. Schools.
Elsie Sweet, age 14, Union School, Lockport, N. Y.

HONORABLE MENTION.

Rosa Stransky, age 11, No. 1 Public School, Elizabeth, N. J.
Hattie Lerf, age 13, No. 3 Public School, Elizabeth, N. J.

High School.

1st. Wm. W. Pell, age 15, Adelphi Academy, Brooklyn, N. Y.
2nd. Bessie Overstreet, age 16, No. 46 High School, Indianapolis, Ind.

WORTHY OF HONORABLE MENTION.

Howard Whitehead, age 15, Thornton Academy, Saco, Maine.
Anna Weinrebe, age 15, Osage, Iowa, Public School.

HONORABLE MENTION.

Maude A. Gardner, age 16, Osage, Ia., Public School.
Henrietta Buxbaum, age 18, Leath High School, Memphis, Tenn.
Adelaide S. Templeton, age 16, Ionia, Mich., High School.
Fred. Marson, age 15, Cambridge City, Ind.
Mary L. Matthews, age 14, Cambridge City, Ind.
Bessie Van Meter, age 16, Cambridge City, Ind.
Allen Shewman, age 16, Cambridge City, Ind.
Ada Mauk, age 17, Cambridge City, Ind.
Jennie Hill, age 14, High School, Richmond, Ind.
Edna Moore, age 14, Garfield School, Richmond, Ind.

Supervisors' Certificates.

1st. Howard Champlin, Cincinnati, O. (*Four* first and *one* second grade.)
2nd. Ben. H. Hiser, Indianapolis, Ind. (*One* first and *two* second.)
3rd. W. S. Hiser, Richmond, Ind. (*Three* second.)

Among those taking part in the contest were:

Louise E. Braun, Prin. School No. 5, Elizabeth, N. J.
Hobart Webster, Supr., Elizabeth, N. J.
Cora A. Ney, Supr., South Bend, Ind.
W. D. Chamberlain, Supr., Ionia, Mich.
Clara Banks, Supr. Writing and Drawing, Osage, Iowa.
A. R. Merrill, Supr., Saco, Maine.
V. M. Russell, Supr., Cambridge City, Ind.
Miss Clara R. Emens, Supr., Lockport, N. Y.
Miss Alice Godfrey, Supr., Monroe, Mich.
L. D. Scott, Supr., Memphis, Tenn.
Howard Champlin, Supr., Cincinnati, O.
Ben. H. Hiser, Supr., Indianapolis.
W. S. Hiser, Supr., Richmond, Ind.
W. K. Cook, Supr., Hartford, Conn.
Anna Oleson, Supr., Big Rapids, Mich.
Miss K. Seevers, Special Teacher, Reno, Nev.
J. T. Rose, Supr., Adelphi Academy, Brooklyn, N. Y.
Miss M. Ella Brown, Ilion, N. Y.

Sickness prevented J. H. Bachtenkircher of La Fayette, Ind., from sending his full set of specimens on time. It is due him to say that his pupils' work is very creditable and in exactly the right direction. Here is an instance in which delays caused regrets.

His method of having abandoned all rulings, save a single line, in all grades, will cause consternation in the ranks.

I most heartily approve of it. One line is enough.

"As the Teacher, So the School."

Why? Just why there should be such a diversity of results with the pupils of our public schools might be a difficult problem to one unacquainted with the true inwardness of things.

The average pupil of our public schools in one part of the country is not any better looking, not smarter, not more precocious than in another. But if, perchance, the schools are better because of better instructors, then it is easy to account for superior results.

Many a teacher and supervisor will do well to profit by the experience and results of others, and do away with this everlasting experimenting that should be regarded as a heinous crime.

Experiments are all well enough in proper hands, but I draw the line with the *unskilled* at least.

Results achieved in one part of the country can be accomplished in another under similar conditions. Be honest enough to follow, and don't try to be a leader without the qualifications.

CHANDLER H. PEIRCE,
Supvr. Writing in Public Schools of Evansville, Ind.

[A matter of regret to THE JOURNAL is that so many of the writing specimens received from public schools are in a weak ink with a brownish or bluish cast. Good cuts cannot be made from such copy. Three-fourths of the prize-winning specimens are open to this objection. Plates from them would come weak, shaky, and ragged, giving a very poor flavor to the work. Why do our school friends tolerate such ink?—EDITORS JOURNAL.]

Lessons in Vertical Writing.

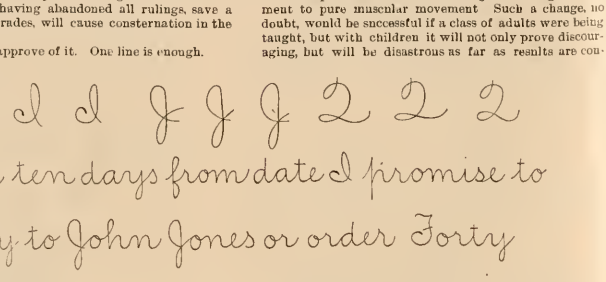
BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

No. 6.

During the fourth year several changes should be made. One is the discontinuance of paper ruled with spaces. This does not mean, necessarily, that the change should be made all at once. It should be made gradually, and when it should be completed will depend on the ability of the pupils to write, and the amount of writing previously done on the single ruled paper. It will be remembered that in the plan for third year work it was suggested that pupils do some of their writing on this kind of paper.

As pupils advance from grade to grade, a greater amount of writing is required of them. To meet this requirement considerable time should be given to drills that will increase the speed. Do not, however, have them write faster than they can and do it well. Common sense as well as psychology tell us that if letters can be made well slowly, they can be made much easier and faster by repeating them. Begin the writing lesson with drill upon letters and words such as were suggested in the second article. Abandoning the spaced ruling will aid in increasing the speed, as it is very obvious that it is a hindrance to rapid writing.

Another change which should be inaugurated during the year is in regard to movement. Up to this point the finger movement has been the principal one employed; but the combined movement should now be taught. Do not attempt to have children change from finger movement to pure muscular movement. Such a change, no doubt, would be successful if a class of adults were being taught, but with children it will not only prove discouraging, but will be disastrous as far as results are con-



BY HARRY HOUSTON, ILLUSTRATING HIS LESSON IN VERTICAL WRITING.

cerned. Do not discourage the use of the fingers so long as the arm moves also. Instead of trying to do away with finger movement, show that the use of the forearm is simply to aid the fingers.

Begin by pretending to make oval exercise with the hand closed. Pretend to make same with dry pen or wrong end of pen-holder. Finally try the exercise as explained in the first article. If the hand is held in a rigid manner, ask pupils to bend finger's a little. In other words, endeavor to have them write the exercise just as you expect them to do their other writing. As soon as the exercise can be made, apply the movement to letters and simple words.

One of the difficulties to be met with in securing a free movement is to be found in the desks. As a rule they are too narrow and too high. Where the latter trouble is experienced, the arms have to be spread out from the body considerably before they can be laid on the desk. The body is then apt to be thrown forward, making it difficult to move the arm freely to the right. There is no doubt but what vertical writing could be written much easier if we had good adjustable desks, with the tops sloping from twelve to fifteen degrees. In order to do the best under existing conditions, we would advise the placing of the arms only partially on the desk, so the elbows may be kept nearer the body. This will not prevent the rotary movement of the arm or the moving of it to the right. With only about half of the fore-arm on the desk, pupils are not so apt to throw the weight of upper part of body on the arms, and consequently will sit in a much better position than they otherwise would.

In making a good capital I, a great deal depends on how the first stroke is made. Notice that this stroke is not quite in a vertical position. By sloping it a little to the left the general effect of the letter will be vertical. The downward stroke is slightly curved, and the letter is finished by bringing the pen to a sudden stop, as in T and F.

Capital J is not so difficult as I, but young children often have trouble with it; they are apt to confound it with *I*. The most common mistake, however, is in making the first upward stroke too straight. Notice that this first stroke forms half of an oval. Make the downward stroke vertical, and the lower part of the letter smaller than the upper. Capital Q is quite like a large figure two. Round out the letter by making the downward stroke curve to the right considerably.

[We have had many calls for back numbers containing Mr. Houston's lessons, which began in January, but are unable to furnish papers back of May. To accommodate many subscribers we have concluded to reprint these lessons from January to April, inclusive. The instructions will be condensed, but all the cuts will be printed. This gives everybody a chance to get the series complete. Subscriptions may begin with May or that number bought separately. The first installment of the reprint appears on page XXI of this issue.—EDITORS JOURNAL].

Institute Work.

Our long-time friend, A. E. Parsons, Creston, Ia., has engaged for two weeks of institute work at Toledo, Ia., beginning with June 21st. From there he will go to Ft. Madison for another fortnight's work. Mr. Parsons is one of the progressive men of our profession, and the writing in public schools would be better if more such men were employed to drill grade teachers in modern ideas and methods.

We have received letters lately from a number of other friends who are preparing to do institute work in the summer, but have mislaid our notes of them, and should be glad to hear from them again, as well as from others. We want these friends to give the grade teachers a chance to see what THE JOURNAL is doing to aid them in their penmanship work. If you have profited in this way, will you not lend a hand to help your fellow-worker?

A copy of this issue of THE JOURNAL will be sent to a number of special writing and drawing teachers in public schools, and we earnestly request that they will show their friends what THE JOURNAL is doing. Its work in this line is absolutely unique—no other paper published is doing this work. Is it not worth encouraging by your aid and influence?

Particular attention is directed to the combination offers with educational and other papers on Page 119. By the plan there outlined you may get THE JOURNAL absolutely free with any one of the big educational papers. It is not necessary to await the expiration of present subscription, as your time will be extended a year, if you tell us the fact. Let your fellow-teachers know about this.

A brilliant public school programme has been marked out for THE JOURNAL beginning with the new school year. There will be articles by eminent specialists on all leading details pertaining to work in the writing and drawing rooms. Just now we are making an exhaustive canvass of all cities and leading towns with a view to reporting their methods and results in these departments, experiments with vertical writing, etc.

Many public school teachers are following carefully the lessons in rapid writing by E. C. Mills, and we fancy that accomplished teacher's ears must tingle from the compliments that are showered on his masterly treatment of the subject.

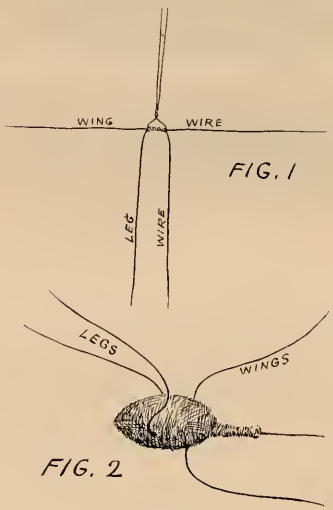
LESSONS IN DRAWING.

BY A. C WEBB, SUPERVISOR OF DRAWING, NASHVILLE, TENN. ASSOCIATE AUTHOR OF "PRACTICAL DRAWING."

Number 6.

How to Mount Birds for the School Room.

The following directions for mounting birds are intended for teachers or others who may secure specimens which they would like to preserve for future study. They are given by one who knows but little of the methods of professional taxidermists, and it should not be expected that the results will be equal to those secured by persons who have given years to the study and practice of the art. However, the careful teacher or pupil who will follow along the lines suggested will, after making a few failures, be able to do work which, while it might not bear the critical eye of the specialist, yet to



ILLUSTRATING A. C. WEBB'S ACCOMPANYING PAPER.

the hundreds of school children to whom its study would be a source of pleasure it would look "as natural as life."

The tools and material to be used are such as can be procured in every community. A knife, a pair of scissors, nippers for cutting and twisting wires, three or four sizes of annealed wire and a bunch of tow constitute the necessary outfit. Other things, such as pins, strings, etc., will suggest themselves as the work proceeds.

One should not attempt to mount a small bird in beginning. A crow or sparrow hawk is a good subject for first efforts, as their skin is strong and their plumage not easily disarranged. The blue jay and blackbird are also good practice.

Skinning the Bird.

Before beginning this operation remove all blood stains from the feathers with a damp cloth and dry them by wiping and working into them corn meal or powdered chalk, which can afterward be dusted out. Lay the bird on its back and insert the scissors under the skin at the end of the breast bone and split it back to near the tail. Keep feathers brushed to left and right to prevent their getting soiled. Take hold of the skin at one side and with the knife push the flesh away from the skin, working down the side until you come to the thigh. Sever this from the body and push the "drumstick" up through the skin until the knee is reached. Remove all flesh from the bone and draw the leg back into the skin. Do the same with other side. Skin back to the tail and with the scissors sever the stump from the body, being careful not to cut through the skin. Work the back down to the wings, sever them from body and treat the same as the legs. The breast and neck will be easy enough. Work carefully over the skull to in front of the eyes, separate head from neck, remove the eyeballs and all flesh from the head, including the brains. The cavity should be filled with moist clay or putty and the skin should then be carefully drawn back over the skull. The entire inside of skin should be thoroughly powdered with salt and alum, equal parts, and laid away until the artificial body has been made.

The framework for the body is made by twisting wires for the legs, wings and neck together, as shown in Fig. 1. The leg wires should be of a size large enough to hold the bird in any position when finished, those for a crow being about the size of a telephone wire.

The wing and neck wires should be smaller. From the tow form an oval shaped body considerably smaller than the body of the bird, which should be kept for comparison. Place the wires over it and secure them by wrapping tow about them, as shown in Fig. 2, until the artificial is nearly as large as the real body. Give the proper size to the neck by wrapping tow about the two neck wires, giving them an occasional twist together to hold the tow in position. When the neck is the proper length one of the wires may be cut off. The made body is now ready to place in the skin. This operation is usually the most trying to the beginner, though a very simple matter after a little practice.

Pass the sharpened head wire through the neck and out through the skull near the beak. Work the skin down over the neck. Take the wing wires and pass them through the wings to the outer point. Gently work the skin down over the body until the wings have reached their proper place.

Lay the bird on its back and insert the leg wires, passing them down past the knee joint, through the lower part of the leg, underneath the skin and out at the heel. Draw the leg bones up to their proper position against the body, and the difficult portion of the work is completed. The bird should now be mounted on a temporary perch. The wings should be drawn up on their wires and placed in a natural manner against the sides, the tail brought into position and held by a wire or pin passing through the stump into the body, the head and feet adjusted naturally; in fact any and everything should be done that will improve the appearance of the specimen.

A good substitute for artificial eyes is jet pin heads, which can be purchased at any notion store in sizes suitable for all birds, from a crow to a humming bird. They should be inserted through the eye openings, care being taken to get them imbedded in the clay or putty and to have the lids carefully adjusted over them. The plumage may now be gone over, wherever it looks rumpled, with a knitting needle, lifting the feathers and letting them drop into position, smoothing with fingers here and there as long as you can see where you can improve it. Do not become discouraged if your first efforts do not prove a success. Work carefully and thoughtfully and success will crown your efforts.

Send us the news about changes in supervisors, special teachers, etc.

ILLUSTRATING A. C. WEBB'S ACCOMPANYING PAPER

American Institute Summer Normal.

The seventh annual session of the Eastern Summer School of the American Institute of Normal Methods, which has been held during the past three years at Brown University, Providence, R. I., will be held this year at the New England Conservatory of Music, Boston. The session opens Tuesday, July 20, and closes on August 6. This school has a wide reputation as affording a thorough and practical training for special work. Abundant facilities are offered to the experienced special teacher who is ambitious to learn new and better methods, as well as to inexperienced teachers who wish to become specialists. Two eminent men of our profession are among the long list of special instructors. H. W. Shaylor of Portland, Maine, public schools has charge of the drawing, and D. H. Farley of the State Normal School, Trenton, N. J., is in charge of the penmanship department. It is probably unnecessary to remind readers of THE JOURNAL that men more thoroughly endowed by inclination, education and experience for directing these departments could not have been selected. Full information may be had by addressing the business manager, Albert A. Silver, Jr., 110 Boylston street, Boston.

The Correlation of Writing Teachers and Copy Books in Public School Work.

BY H. W. ELLSWORTH.

The United States Commissioner of Education reports upward of *sixteen millions* of persons in the schools of these United States, taught by *four hundred thousand* teachers—an average of 40 pupils to a teacher. At least three-quarters of these, or *twelve millions*, are candidates for instruction in penmanship in addition to reading, spelling, arithmetic and other studies. This gives *thirty* penmanship pupils to each teacher, on the average. When we consider that there are 237,416 schoolhouses scattered over 2,700,000 square miles of all kinds of territory, the futility of furnishing special penmanship teachers to even supervise the work becomes apparent.

The average year's schooling is only from *two* to *three* months in the year. The problem is to give to each one of these 12,000,000 pupils, as actually grouped, the needed instruction to enable them to write a legible hand demanded for their school work, and latterly by their various life occupations.

As handwriting, next to speech and the ability to read, is the earliest and most important medium of expression of thought, it is obvious that its first attainment should be speedy and at the earliest possible period by every pupil.

This precludes the practicability of extended instruction and practice, or anything like mastery of the pen in the primary stages. The manual character of the art renders its attainment much more slow and tedious than oral expression; hence it demands more time and attention than reading, or, in fact, any other of the essential branches.

Hence, also, the justification for superior expert instruction at the outset to correlate the attainments of the pupil and fit him for proper advancement by his own efforts.

The first question, then, is "What degree of proficiency shall be demanded in the initial stage before allowing the handwriting to become subjective or a mere vehicle of word expression without thought of its character?"

In speech the child's vocabulary is revised and extended as soon as *intelligent utterance* has been attained, reserving the application of grammatical rules to the later stages of mental development. So we may treat penmanship acquirement, making *legibility* the first essential and *fluency* second, reserving *accuracy* and *finish* to the later stages.

In all these requirements *approximation* must be tolerated till the effect of example and instruction shall have eliminated their imperfectious in order to co-ordinate school work.

Of course this toleration leaves the force of *habit* in constant operation to crystalize repetition, but we must yield something in theory to secure co-ordination in practice. It will be seen that the teacher without aids must furnish both text and illustration in both speech and penmanship for the pupil's imitation and correction, and that some acknowledged standard for practical application must be constantly in mind by both teacher and pupil during the formative period.

This, in view of the present low standard of teaching qualifications, is readily seen to be quite impracticable, and the need of a standard text for both teacher and pupil is as apparent in penmanship as in any other branch. It is, moreover, obvious that this vast field calls for all the assistance available, not only from properly prepared copy books, but by model exemplars of pen power to carry conviction as well as instruction by their living illustrations of the *modus operandi* of the art, which cannot as yet be furnished by the average class teacher. In this work the copy book author must adapt his style to the *standard essential forms* of letters attainable by the *average learner;* his *grading* to the *pupil's capacity*, and his *arrangement in keeping with other school* work and studies. The writing supervisor or teacher must lay aside many Utopian plans and theories for the sake of utilitarianism, and adjust himself to the educational *status* of the times and his environment by acting as the interpreter of the hidden possibilities of the text, for the encouragement and aid of both class teacher and pupil, without unduly magnifying his own personality or importance as an educational factor—truly a difficult as well as delicate undertaking, beyond the capacity of the average ink slinger!

Laws of Teaching.

1. There is no school unless the father, the mother, the teacher, and the pupil keep school together.
2. Know thoroughly the subject to be taught and explain to the pupil why you teach it.
3. Gain and keep the attention of the pupils. Excite their interest.
4. In your teaching use language that your pupils understand.
5. Begin with the known and go by easy steps to the unknown. Take the whole class with you!
6. Excite self-activity in the pupils and lead each to discover truth. Show the class how to study.
7. In each lesson let a halt be made and then have pupils fix points already made, the conclusion reached, and the premises upon which the conclusion is based.
8. The teaching must touch the whole nature of the child and stimulate to higher action and more industrious habits of work, of silence, of obedience, honesty and truthfulness. Three-fourths of education is a habit of work.—*J. M. Greenwood in Midland Schools.*

One Teacher's Experience With Vertical Writing.

KENDALLVILLE, IND., May 1, 1897.

TO THE EDITOR OF THE PENMAN'S ART JOURNAL:

DEAR SIRS: As there has been so much said for and against vertical writing, and as I have taken no decided stand on either side, but have been giving the vertical a trial during the past two years, I now feel that I am better prepared to express an opinion than I could have been without having given it a trial.

I have taught penmanship (slant) in public schools for the past eight years, and about two years ago I thought I would give vertical writing a trial. So I have at different times given the pupils the position for vertical writing. And I find that several in each room have held to the vertical and think they do their work much easier. And I notice quite an improvement, especially among those who did not improve so rapidly with the slanting writing. I also find that those who have held to the vertical have lost nothing in point of speed, all being required to write with muscular movement.

I do not claim that I have given vertical writing a fair trial, but I am convinced from the trial I have given it that it should be taught in our schools, not to the exclusion of the slant, but that both should be taught in the same room at the same time, as the slant will be easier for some and to others the vertical will be easier.

Very truly,

G. S. HERRICK.
Teacher Penmanship and Drawing.

The Work of Students.

THE JOURNAL is also glad to receive specimens of the work of students for examination and review. In sending such specimens it affords a better insight into the methods of the school in question to send the work of an entire class or grade. Where the specimens are numerous, and it is desired that we select a few of the best, or a few showing greatest improvement, it saves us much time if the teacher will select from the entire lot not more than a dozen (which in nearly every case would cover every possible winner), and we will make our selections from these.

G. F. Atkinson, supervisor of writing in the public schools of Wallingford, Conn., sends us specimens of writing from an entire class. We have much pleasure in examining them and testifying to their superior quality compared with the writing of six months ago, which is also shown by specimens. The improvement must be very gratifying to Mr. Atkinson, also to the grade teacher, Miss Kelsey, and not less so to the students and their parents. We have been particularly impressed with the work of several youngsters whose names follow—the first two twelve years of age, the other two thirteen:—May Bridgett, Harold Wilkins, May Allen, Jennie M. Peers.

Vertical writing seems to have the call in the High School at Ishpeming, Mich. Slant writing was taught until the present year. Examples of the work of a complete grade (the eighth) come to us through the writing supervisor, S. B. Norcross. We have rarely examined public school specimens that are more uniformly excellent, and as there are a large number of students personal mention of a few would be invidious. Not only are the specimens good in form, but they seem to have been written with a free and rapid movement. The average time for a large sheet is given as seven minutes. Two of the students were so proficient in the slant style that they were not required to change. Their work is also excellent.

E. H. Ealy of the commercial department of Cape Girardeau, Mo., State Normal School, favors us with a number of exercise specimens from his students. These show him to be a progressive teacher, thoroughly imbued with the necessity of educating the muscles by rapid, systematic drills. The students who made those exercises could not help becoming good writers, even if they should try. Mr. Ealy is also writing supervisor in the public schools of his city.

The Dotted i.

BY R. H. PECK, SUPERVISOR WRITING AND DRAWING, VILLISCA, IOWA.

In Penmanship as well as Grammar our best authority is *usage*. Our fathers were taught Ornamental Penmanship for business purposes and their authorities were the best Penmen of their day, but time has given us to know that practical, easy, rapid, business penmanship must have for one of its qualities—*brevity*.

Brevity aids legibility. Brevity leaves off all unnecessary strokes. Brevity says (for example) make your *e*'s with loops and your *i*'s sharp and dot is not necessary.

We are all more or less careless. This explains why so many make their *t*'s and *l*'s alike; their *n*'s and *u*'s alike; *e*'s and *i*'s alike, etc.

Carelessness hinders legibility. She puts same stress on the unnecessary as on the necessary. She spends her time doing unimportant things.

A letter which is intended for an *i*, but in order to interpret same must have a dot, serves the purpose of an *i*, but can never be an *i*.

If every one made their *i*'s as they should be made, and all other letters with an equal degree of accuracy, the dot is unnecessary, and to sanction the dot, or any other unnecessary appendix, would be to sanction carelessness.

Practical penmanship is gaining ground every day and one step nearer the perfect mark is to make "dotless *i*'s."

Would you dot your *i* if you had not been taught to do so and thereby been aided in forming the *habit?*

Incorrect habit is the difficulty we have to correct in teaching it, and the only correction is to aid pupils in putting forth sufficient mental energy to counteract present fault and establish a new one in its place.

The hand we wish to impart to our pupils is such a hand as to require a minimum amount of brain force, thereby leaving the mind free to the thought-producing power. One aid to such a practical hand is brevity, and one aid to brevity is the "dotless i."

Try it! It works!

H. P.

S. C. Myers has been elected special teacher of writing, drawing and book-keeping in the public schools of Shelbyville, Mo., for the coming year. He goes there from Hedge City, Mo.

Writer's Cramp and Vertical Writing.

Through the use of methods and principles underlying *easy* (and at the same time) legible practical writing, writer's cramp is almost unknown among those who follow the rule.

I am not much of a prophet, but with "Vertical writing" and its cramping, twisting and contortionating ways, I predict that if it gets a hold writer's cramp will again have full sway.

A. F. STOLEBARGER,
Supervisor of Writing, Ottumwa, Iowa.

The Eiffel Tower is 990 feet high. The Rock of Gibraltar is 1,470 feet. The famous tower of Utrecht is 464 feet. Mount Pilatus, in the Alps, is 9,050 feet high. Bunker Hill Monument is 220 feet in height. The Statue of Liberty in New York harbor is 305 feet high.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, JUNE, 1897.
NEWS EDITION.—$1 A YEAR.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR OF PENMANSHIP, NEW HAVEN, CONN.

NOTE BY THE JOURNAL EDITORS.—Mr. Houston's vertical writing lessons began in our January number. We are entirely out of JOURNALS from January to April, inclusive, and in order to accommodate many new subscribers who want to get the complete series have concluded to reprint his papers for these missing numbers. All of the cuts will be reproduced, and while the instructions will be condensed it is hoped that all the essentials will be included.

LESSON NO. 1.

Position.

Cuts herewith tell the full story as to position of body, paper, arms, pen, etc. Square front position. About half of both forearms on desk and elbows about three inches from body. Paper directly in front of body or about two inches to right of this position. Penholder points along forearm to imaginary point about six inches above elbow. Notice in cut 2 that third and fourth fingers are not separated much from other fingers but are folded under, so that about all of the front joints of these fingers touch paper. Wrist neither flat nor turned to right until side of hand touches paper, but about half way between these points. Don't slide hand on tips of nails of third and fourth fingers, as this forces hand in upright position and cuts off view of writing.

Exercise No. 1.

Practice with good brisk movement until all trace of slant ovals has disappeared and until there is no tendency to make them too narrow. See that arm moves freely in and out of sleeve.

Exercise No. 2.

Make this exercise extend across page *as far as possible* without stopping. With feet flat on the floor and body erect enough, one can extend the length of exercise considerably, by practice. This will come a little hard at first to those who in slanting writing use stationary arm rests and swing hand across page.

These two exercises are the key to the entire vertical citadel. Proper practice on them will overcome the two greatest difficulties in changing from slant to vertical, by aiding in writing across the page and making broader turns, thus giving the writing a round rather than an angular appearance.

LESSON NO. 2.

Be sure that you have the right position and never forget that vertical writing requires a different position from slant writing. Arms should lie across desk diagonally as shown in illustration No. 3. No. 4 shows a very common arm position tendency that is faulty. We have observed that pupils in this position invariably write with an up-and-down motion that produces narrow letters crowded together. The same trouble is experienced where vertical writing is attempted with straight front position and paper turned as in slant writing.

To Produce Straight Downward Strokes.

Draw pen toward body, *rolling* forearm on muscles. To make the broad turn between letters, roll or pull arm back into sleeve and to the right at same time. To make upward strokes that curve to left, roll arm forward and to right, as arm should rest slightly on desk. It may slide some, the same as third and fourth fingers do. This can't be done if body is thrown forward on arms.

NOTE PARTICULARLY.—*This rolling or rotary motion is so important and so different from the hinge-like action used in slant writing that considerable practice should be put upon it. Practice exercise No. 2, making it in different sizes down to one-third of size given in copy.*

Copy A herewith embodies words given as movement exercises. This is the next step after acquiring a free movement by practice on ovals before given. The words in first line are easy, as the broad turns are followed by upper strokes that curve to right. Second and third lines are more difficult, as many downward strokes are followed by upper strokes that curve to left.

Keep constantly in mind that if your writing is thin and angular, sufficient rotary movement has not been used. Be careful not to use straight lines in the place of curved ones.

LESSON NO. 3.

Speed.

In applying this to a class the best plan is to give one count for each letter, but continue it only long enough to show pupils the rate required.

Avoid Lateral Movement.

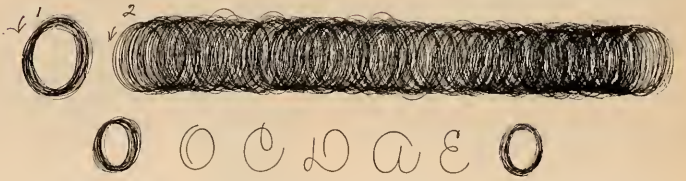
This is one of the stumbling-blocks. Note the word "rain" in last line of copy B—inherited from slant writing. Notice narrow turns at top and bottom of letters, also straight upward strokes that slope as in slant writing. Such a style is difficult to write with freedom. Keep this always in mind: *Roll the arm instead of swinging it, and it will produce upward strokes that are curved and in a more upright position.*

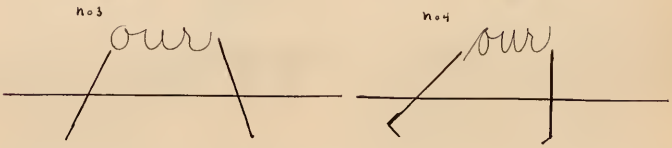
Combined Rather than Pure Forearm Movement.

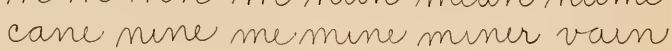
Fingers may bend a little when making capital and loop letters. This is not absolutely necessary for adults. But we believe it is better for pupils in the grades to use this combined movement than pure muscular movement.

POSITION CUT No. 1.

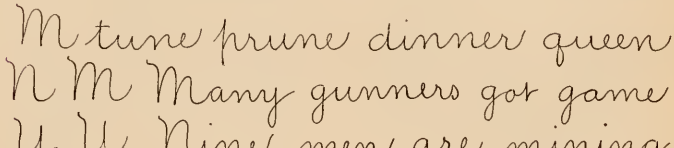
POSITION CUT No. 2.







COPY A.



COPY B.

M and N.

In making these avoid upward strokes that are too slanting. Let upward strokes trace back on the downward, as this enables one to round out the letters at the top. Note correct and incorrect forms in copy B.

Y and U.

The difficult points here are in the lower parts. Use brisk movement on these parts. Slow movement or hesitation at the lower turn makes letters narrow and pointed. Loops at top of *Y* and *U* can be avoided by hesitating an instant before making downward stroke.

Review all preceding work. Keep up constant practice on movement exercises. Practice capitals and words before trying sentences. Tracing exercises may be made from such letters as *A*, *C* and *E*, with slight modifications. Be careful not to throw weight of upper body on the arms, as this makes it difficult to write across the page.

(To be continued.)

Very Valuable.

A lady who was looking about in a bric-a-brac shop with a view to purchasing something odd, noticed a quaint figure, the head and shoulders of which appeared above the counter.

"What is that Japanese idol over there worth?" she inquired.

The salesman replied in a subdued tone: "Worth about $30,000, madam; it's the proprietor."

MIRROR OF THE PROFESSION
NEWS, VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— G. W. Elliott, a business college man of many years' standing, has disposed of his school at Burlington, Ia. We are informed that the school had suffered on account of the business depression. It had enjoyed a large attendance for many years. We are not informed as to who the new proprietors are. The transfer has been followed by considerable changes in the faculty. C. A. Braninger, one of the teachers, is now at Odell, Ohio.

— The thirty-ninth Anniversary and Commencement exercises of Packard B. C. were held at Carnegie Music Hall, New York, on May 11th. A ringing address was delivered by Hon. Chas. Emory Smith of Philadelphia. Rev. Dr. J. M. King also made an interesting talk. There was the usual large attendance and many graduates.

— The Claghorn B. & S. Bus. Sch., Brooklyn, N. Y., has removed from Court St. to more commodious quarters at the corner of Bedford Ave. and Fulton St., where spacious and finely appointed rooms have been fitted out especially for the school. Mr. C. Claghorn, the proprietor, is one of the veterans of our profession in point of continuous service.

— Wm. G. Bishop, prin. com'l dept. of the Western N. C., Shenandoah, Ia., reports a particularly prosperous year for that institution in spite of the general depression. The outlook for next year is excellent.

— J. A. Ross has sold the Ashtabula, Ohio, B. C., to Homer O. Warren. Mr. Warren is a graduate of the Spencerian B. C., Cleveland, and Pen Art Hall, Wooster, Ohio. Recently he was head of the com'l dept. of Grand River Institute, Austinburg, Ohio.

— There is nothing like pluck and push. This letter-head legend speaks volumes to discriminating people :

Paris Exposition Association
of the
Metropoliton B. C., Chicago.

— E. H. Hewen, late of Little Rock, Ark., C. C., has been winning golden opinions on the road as an itinerant teacher.

— That versatile and skillful young penman, F. W. Tamblyn, has removed to Kansas City, Mo., where he will conduct in the future the business operated under the name of the National Penmanship Co. Give him a chance on some of your work.

— The Vories B. C., Indianapolis, Ind., is successor to the Spencerian B. C. Harvey D. Vories is manager.

— H. A. Aument, an old commercial school man, for some years proprietor of the Sterling, Ill., B. C., is thinking of returning to the profession after an absence of six years. His particular line is shorthand.

— L. M. & W. H. Newcomb, Jr., have sold the Huntington, W. Va., B. C. to W. A. Ripley, formerly associate principal and secretary of that institution.

— Bliss & Henderson are now the proprietors of the Bliss B. C., Dover, N. H. T. H. Henderson is principal.

— Once in a while they leave the profession but sooner or later come back. Now it is N. S. Beardsley of St. Paul, Minn. He promises to atone for three years' wandering in other fields by unusual attention to his old love for the future.

— We note by the press of Lincoln, Nebr., another change in the management of the Lincoln Normal University. Lieutenant-Governor James E. Harris, an educator of 25 years' experience, succeeds to the presidency made vacant by the retirement of H. M. Bell, who has accepted a position in Drake Univ., Des Moines, Ia.

— The special Tennessee Centennial edition of the Knoxville *Journal* (some little smaller, by the way, than the side of a house) has devoted a highly eulogistic column to the McAllen Bus. & Short. Sch. of that city.

— Even at the fag end of the school year we frequently hear of new commercial schools and departments just getting under way. Unquestionably practical education is securely entrenched in the popular affections, and even the extraordinary stringency of the past few years has been unable to dislodge it or even to seriously affect it. There are more people attending business and normal schools now than ever before.

— H. J. McShea has opened a business school at Oneonta, N. Y. We are informed that G. W. Williams, late of Wilkes-Barre and many other places in Pennsylvania, and now of Little Falls, N. Y., has no connection with this school.

— F. H. Lomsche has established a commercial department in connection with his school of languages at Port Jervis, N. Y.

— S. Irving Strayer is at the head of Strayer's B. C., 217 East Baltimore St., Baltimore, Md. If the Monumental City keeps on it will soon hold the medal for the number of business schools.

— The Loveland, Colo., B. C. is a new name on our list. M. R. Kilburn is principal.

— Tilton Hall, West Lebanon, N. H., is now making a specialty of the commercial branches. The Benn Pitman phonography has been adopted.

— Some changes have recently occurred with reference to the business colleges at San Antonio, Texas. We are informed that Messrs. I. C. Schafer and T. T. Downy, recently conductors of the Alamo City B. C., have incorporated the Alamo City C. C. We have not learned who has charge of the original school.

— The Bliss B. C. of Portsmouth, N. H., is a new one. W. J. Lewis is in charge. Another late addition to our list is Brown's Bus. School, Court and Jerolemon sts., Brooklyn. This is not to be confused with Browne's Bus. College, for many years a leading school of this section.

— L. B. Lawson of Los Angeles, well known as a penman throughout the Pacific Slope, has been enjoying himself upon a wagon trip through Eastern Colorado.

— J. B. Ketchum is back in harness as penman of the Hammond, La., B. C. The local papers speak highly of his work.

— The editors of THE JOURNAL have been out of the office a good deal during the past month and have not kept as close a record of visitors as might have been done. Among the professional callers are the folowing : F. B. Richardson, Dean of the Burdett Coll., Boston, Mass. ; C. Claghorn, B. & S. Bus. Sch., Brooklyn, N. Y. ; W. H. Sadler, Baltimore, Md. ; J. C. King, Williams & Rogers, Rochester, N. Y. ; L. C. Horton, Stewart's B. C., Trenton, N. J. ; Geo. F. Page, engrosser, Troy, N. Y. ; H. C. Beatty, Johnstown, N. Y.; Childs and Griffin, Childs B. C., Springfield, Mass.

— Secretary of the Treasury, Lyman J. Gage, was the chief speaker at the thirty-first Commencement exercises of the Spencerian B. C., Washington, D. C. Among other things he referred to his having received instruction in commercial branches from Robert C. Spencer more than forty years ago.

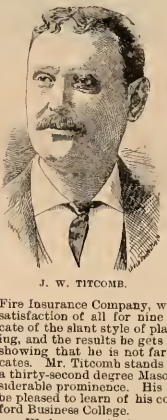
— The Becker B. C., Worcester, Mass., has had the best year in its history, graduating a big class of 73.

— The Glouscester, Mass., B. C. has inaugurated a novel scheme of disposing of a scholarship by a public vote through the daily press of that city.

— The first Charles Tappan prize of $200, offered by the Philadelphia Academy of Fine Arts, was awarded to Richard B. Farley, son of Prof. D. H. Farley of Trenton, whom everybody in the penmanship profession knows. Young Farley also received the first prize for the best set of studies from animals from the Zoological Garden. Some years ago we published some of the work of this talented young artist and predicted for him the bright future which is being abundantly realized.

— J. F. Fish, for many years secretary of the Spencerian B. C., Louisville, has joined the faculty of the Metropolitan B. C., Chicago, for the coming school year. Mr. Fish is one of the finest business penmen of our acquaintance.

— It is a fact well known to the commercial school fraternity that Principal Moree of the Hartford Business College, Hartford, Conn., is continually on the lookout for the best talent to make up the faculty of his excellent school. The latest move in this line is the election of a supervisor of the penmanship department. J. W. Titcomb, who for twelve years past has been the director of penmanship in Hartford's Public Schools, is the fortunate one. He will be assisted by W. K. Cook, who until recently managed the entire department alone. Mr. Titcomb has taught with marked success various subjects in the schools of the city of Boston, where he first caught the spark that had led him to secure his present enviable reputation. In 1887 he left the "Hub" to take a position as bookkeeper for the Connecticut Fire Insurance Company, which position he filled to the satisfaction of all for nine years. He is a strong advocate of the slant style of plain muscular-movement writing, and the results he gets in his classes go well toward showing that he is not far from right in what he advocates. Mr. Titcomb stands high in society circles, being a thirty-second degree Mason and an Odd Fellow of considerable prominence. His friends, who are many, will be pleased to learn of his connection with Morse's Hartford Business College.


J. W. TITCOMB.

— We have received invitations to the commencement exercises of the Indianapolis B. U., June 18, and the Heffley School of Commerce, Brooklyn, June 19. The classes in both schools are large.

— F. S. Simpson has taken charge of the commercial department of the Browne Shorthand and Com. Coll., Youngstown, O.

— An attractive circular announces a special summer school to be conducted by W. T. Parks, Denver, Colo., for ten weeks, beginning June 14. Penmanship and commercial branches will hold the post of honor.

— A handsome little circular in two colors gives information relating to the Zanerian Art College, Columbus, O.

— The graduation exercises of the Merrill B. C., Stamford, occurred on the evening of April 29. Diplomas were awarded to a large class. A scholarly address was delivered by Hon. Homer S. Cummings.

— It is again advisable to remind our friends that we receive a very large amount of mail matter, especially in the line of papers and other printed matter. Where items of news are sent it is advisable to clip them from the paper and inclose them in an envelope with letter postage. Also, where catalogues, programmes, etc., are sent, it is well to write us, directing special attention to them. This minimizes the chances of their being misplaced or overlooked. In spite of all precautions, undoubtedly many such things go astray, and in such cases we should be glad to have our friends remind us.

Movements of the Teachers.

F. A. Curtis has severed his connection with the Glens Falls, N. Y., B. C.——B. Bean of San Jose, Cal., has been added to the faculty of the San Jose B. C.——B. M. Winkleman of Knoxville, Ia., and E. T. Overend of the Spencerian B. C., Evansville, Ind., both experienced teachers, will be members of the faculty of Huntsinger's B. C., Hartford, Conn., the coming year.——Edw. Wade goes from Ritner's B. C., St. Louis, to the Hargie B. C., Grand Island, Nebr.——C. S. Nammock, recently supervisor of writing and drawing in the public schools of Ray, Colo., has closed a contract with Brown's Sch. of Bus. and Short., Kansas City, Mo.——F. J. Lowe goes from Warren, Pa., to teach at the Corry, Pa., B. C. He was formerly a teacher at that school.——The Ft. Smith, Ark., C. C. has secured the services of M. Van Osterloo as teacher of penmanship and commercial branches. He is one of Kelchner's graduates.——The Central Col. of Bus. and Short., Kansas City, Mo., has signed a contract with that brilliant young penman, C. W. Ransom.——F. F. Dutton is teaching at Fitchburg, Mass., B. C.——F. S. Simpson now has charge of the commercial department of Brown's Short. and Com'l Col., Youngstown, Ohio.——A. F. Regal has removed to Butler, Pa., from Akron, Ohio. He was principal of the Actual B. C. of that place.——L. B. Ashby goes from the Bowling Green, Ky., B. C. to the Lexington, Mo., B. C.

School Literature.

— Some one with excellent taste presides over the publicity department of the Salem, Mass., Com'l Sch. The new year book is handsomely printed on plate paper, with many engravings, and bound in cloth.

— The journal of the Galveston B. U. is rich with work by A. D. Taylor.

— *Young Men's Best Companion*, from the Iowa B. C., Des Moines, contains very much that is of interest and value to young people who have their own way to make in life.

— Here is another batch of interesting school papers that we have recently received :—The *Commercial Reporter*, from the Ft. Smith, Ark., C. C., with an elaborate title page design by Mr. M. Van Osterloo, penman of that institution ; Marion, Ind., *College Journal*; *St. Louis Commercial College Journal*; *The Southwestern* (from the S. W. B. C., Springfield, Mo.) ; *Weekly Spencerian* (from the Spencerian B. C., Louisville, Ky.); *Southern B. C. Journal*, Asheville, N. C. ; *Business Education* (from the Newton, N. J., B. C.) ; *Commercial Student* (from the Virginia B. C., Richmond, Va.) ; *Berea College Quarterly*, Berea, Ky. ; *The Work-a-Day World* (from the University of the Pacific, College Park, Cal.)

— Well made catalogues come from Western Normal Col., Shenandoah, Ia., via B. F. Wilson of the commercial department ; Draughon's Practical B. C., Nashville, Tenn., and Texarkana, Texas ; Luther Academy, Wahoo, Nebr.

— A unique school catalogue has been received from the Schissler Coll. of Bus., Norristown, Pa., through H. D. Harris, principal, and the American Temperance Univ., Harriman, Tenn., through Shirley E. Spence, principal of the commercial department.

— An attractive illustrated catalogue comes from the Zanesville, Ohio, B. C.

— A handsomely engraved Commencement invitation has been received from the Augustana B. C., Rock Island, Ill., with the compliments of J. E Gustus, principal of the commercial department. Other attractive invitations come from the Inter-Mountain B. C., Ogden, Utah, and Jasper, Fla., Nor. Inst.

— Invitation cards, circulars, programmes, etc., come from Lebanon, Pa., B. C. ; Capital City B. C., Salt Lake, Utah ; West Plains, Mo., College.

— A finely illustrated circular tells about the professional work of F. B. Courtney, the well known penman.

Hymeneal.

THE JOURNAL acknowledges the compliment of a card of invitation to the nuptials of Miss Frances May Carrell to Mr. Isaac Newton Wright, at Bloomington, Ill., June 3rd.

Obituary.

SIDNEY D. FORBES.

Many friends will be shocked to learn of the sudden death of Sidney D. Forbes, sub-master and principal of the commercial department of the English High School, Lynn, Mass. The sad event occurred on May 13th, after an illness of only four days. Mr. Forbes was a teacher of penmanship and commercial branches all his mature life. He was for a long time connected with business schools at Altoona, Pa., Kansas City and Cincinnati—going from the latter place several years ago to fill the position that he occupied at the time of his death. He was born at Carthage, Mo., something over 34 years ago. A wife and five little children survive him.

WILLIAM P. TANGYE.

William P. Tangye, principal of the Berkshire Bus. College, Pittsfield, Mass., died in that city April 26th, '97. Mr. Tangye was one of the many young men who have worked their way up in the world through the medium of the Business College. He was born in Shullsburg, Wis., and at the time of his death was 30 years of age. His parents died while he was yet a small boy and left him to make his own way in the world. By doing work after hours he managed to get through the public schools and obtained a teacher's certificate, and afterwards taught three years in the district schools of Wisconsin. Later he attended the Business College at Valparaiso, Ind., graduating from that institution. He afterwards taught three years in the Warren Academy, Warren, Ill., and during that time spent his summer vacations at Cedar Rapids, Ia., in the study of Shorthand and Penmanship. His preparation was all that could be desired and he was one of the best all around commercial teachers in the fraternity. His sudden death from appendicitis just as he was about to gather the fruit of his labors has blighted the hopes of his friends and cut short a life of unusual promise.

MRS. I. W. PATTON.

The death is announced of Mrs. Marie Huskins Patton, wife of I. W. Patton, principal of the Norfolk, Va., B. C. This occurred on June 6th. Mrs. Patton's father and grandfather were eminent divines in the M. E. Church, South. Her funeral was an imposing ceremonial, conducted by Bishop Randoph, assisted by several prominent clergymen.

Mrs. Delia ——, *née* Anderson, died from typhoid fever at Anderson, Ind., April 25th. She had been for some time a commercial teacher at Caton's B. C., Cleveland, Ohio, and was a sister of D. B. Anderson and Miss Winifred Anderson, both commercial teachers. She had been married less than four months.

Parks Doesn't Like the Names "Muscular" or "Forearm."

I. (a) Legibility, speed, medium size, regular and not too wide spacing, neatness. Of course, simplicity is of very great importance, but proper speed necessitates it. I have therefore considered it understood.

(b) If by importance you mean comparative time and attention necessary to secure best results, my answer is: *Movement* (hand control), form, position, speed, simplicity, neatness and size. Considered from a hygienic point of view position of body is quite important, yet a healthy position of body is not absolutely essential to good writing; however, there need not and *should not* be any conflict.

2. I never use the terms muscular and forearm movement; they are too indefinite—I very much prefer the term forearm-rest movement; by which I mean that movement in which the muscles on the under side of the forearm, just below the elbow, rest lightly on the desk and serve as a pivot upon which the arm (bone) moves; all execution being preformed without the aid of special wrist or finger action.

In other words, the forearm moves upon this muscular cushion and all execution is performed as if there were no joints below the elbow. The lower joint of the little finger should rest lightly, and describe practically the same motions made by the pen.

3. (a) Front position, that position in which the writer sits directly facing the desk; with body near to but not touching it; both feet flat upon floor and far enough in front to form an angle of 90° to 100° on under side of leg at the knee. The body should incline forward from 5° to 15° from a vertical and about 5° to the left (the bend being always at the hips); so as to allow both forearms to rest upon the table nearly or quite up to the elbows. The left arm resting firmly so as to steady and support the body and adjust the paper; the right arm lightly, to allow free movement in all directions.

The elbows should be from 8 to 12 inches from the sides of the body, depending on comparative height of writer and desk; elbows should be far enough in front to form right or obtuse angles on upper sides of arms at the elbow; the forearms should be at about right angles to each other. This position admits of greatest freedom; is most healthful; is least tiresome and insures best work, for the body is well braced, therefore steadiest.

3. (b) The inner flat side of wrist should practically face the desk, but never touch it; the third and fourth fingers should be bent well under the palm of the hand, letting the lower joint of the little finger touch lightly to steady the hand; this insures a much firmer position, hence better control of the pen. The pen should be held lightly between thumb, first and second fingers; the front finger should rest on top of penholder about an inch from point of pen; inner side of thumb should press against outer side of holder about opposite lower joint of forefinger; lower end of holder should rest against middle finger near root of nail; the upper end of holder should always rest just back of knuckle joint of forefinger—I always strongly advise the last condition, for the pen being at a much less angle to the paper than if the holder rested in front of the knuckle, it is far less likely to pierce the paper, especially when in the hands of a beginner. The thumb, first and second fingers should be bent out some at middle joint so as to secure that suppleness which is so necessary in adjusting the pen to the inequalities of the paper; also to be in the best condition to sympathize with arm action in the execution of short turns, angles and the longer letters. The rules here given are best for most pupils, but as all hands are not alike, I sometimes find it best to vary them slightly to fit individual cases.

4. I advise combined movement, a harmonious action of arm, wrist, thumb and fingers, in which arm action or movement very largely predominates. The action of the wrist should be very limited, merely sympathizing with the thumb, fingers and arm; that of the fingers should also be quite restricted, but both may be used advantageously in connection with arm action, in making sharp angles, short turns, shades (if desirable) and long and difficult lines, straight or curved.

There is always danger of using too much finger action, but the opposite extreme—keeping the thumb and fingers straight and the muscles of the wrist and hand rigid—is as great a mistake. Every muscle and joint from the shoulder to the tips of the fingers has a duty to perform in the best execution, and should do it; thus only can the best results be reached with the least effort and weariness. To have either hand and wrist or arm perform all of the work is a great mistake. In the movement here described are the two rests already mentioned—viz., the forearm rest, muscle just below elbow, and the hand rest, joint of little finger; the former should be practically a stationary rest, while the latter should be almost constantly changing point of contact with the paper.

This movement I regard as best, because all muscles are required to perform their share and none are overworked, as is the case when either hand and wrist or arm action is used exclusively. Truly,

W. T. PARKS.

Denver, Col.

"Don't Go To School."

A New York City man is advertising, under the above heading, a text-book he publishes on the subject of bookkeeping. While his book contains some good things, it is in the main a conglomerate mass of stuff, of no use whatever to a person not already understanding the science of accounts. It is a book with no system or order and no classification in its arrangement. It proves its author to have little knowledge even of the English language. As usual, however, the more ignorance the greater the claims. He calls it the *Ne plus ultra*. One is practically told in the advertisements that he may learn bookeeping while waiting for the train, or the frying of his fish, or his turn at the barber's—in short, that it is only necessary to turn over the leaves of this wonderful book, and it will do the rest.

Read the following "testimonials:"

CATECAT, J. G., May 1, 1894.

DEAR PROFESSOR LEYEINGOOD:—I could not read Roman print on February 22 (Washington's Birthday). On February 23 your book reached me. Now I am head bookeeper for P. Nutt & Co., at a high salary. There is nothing like your book. Yours truly,

R. E. MITT.

AGLOW, B. F., May 1, 1894.

DEAR LEYEINGOOD:—On March 17 (St. Patrick's Day) I bought your book in preference to going to business college. I had fits before this, and marked symptoms of gastritis. I read your book. I am a sound man. The great Northern Pacific Railroad has made me its bookkeeper-in-chief, and located and established me forever. Thanks, dear L. Figuratively, I fall on your neck and weep for what you have done for me.

Yours affectionately,

S. U. C. KEN.

P. S.—Before buying your book I wiped engines nights and slept days. I have not yet finished your book.

More P. S.—Tell the boys not to go to school.

Have you read the above? Do you want to be a great bookkeeper? Don't listen to anybody but me. Don't go to school. If you do you won't buy my book; and I want you to buy it. Address

PROF. D. P. LEVEINGOOD, Ten Center, O. K.

—*Portland, Ore., Business College Journal.*

Love took up the harp of Life, and smote on all the chords with might;
Smote the chord of Self, that, trembling, passed in music out of sight.—*Tennyson.*

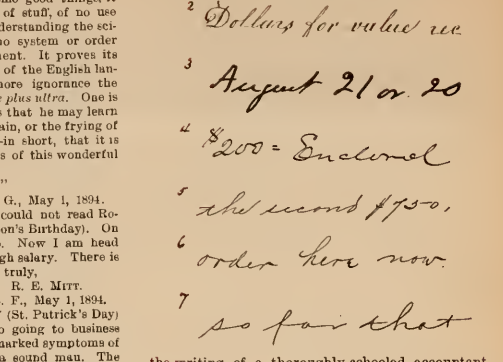
Influence of the American Business College on American Business Writing.

BY J. F. FISH, SPENCERIAN BUSINESS COLLEGE, LOUISVILLE, KY.

To determine the "Influence of the American Business College on America Business Writing," the writer has spent no little time in investigating the subject and examining books of various business houses of long establishment, and the following lines may prove of interest to those who care to squander the time necessary for their perusal. The first specimen presented is taken from a page of business writing executed in 1830. The writer thereof acquired his style of writing under the tuition of a "writing master," and was considered the speediest and most elegant writer in the locality. He was a systematic business man, as his books evidenced, and prided himself not a little on the fact of his being accorded the distinction above mentioned. Carefully note the style of letters employed and then glance at line number two, which was written by a gentleman in charge of the books of a large establishment in the year 1840. Note the similarity in the style of writing of these two men, although they were unknown to each other and had received their training under different teachers. Observe the great care displayed in accuracy of form and utter lack of evidence of speed. No one will dispute the legibility of either hand, neither can there be discovered any evidence of the speed necessary to the requirements of the business of to-day.

Cut number three represents the writing of an accountant who was forced to change his style of writing owing to the fact of his being compelled to do the work of two men, and therefore found it necessary to curtail the number of strokes in the formation of letters as far as was then admissible. Line three was executed in '50, and the writer thereof had had no special training in the art other than that acquired in common schools.

Line number four was executed in '60. It shows



the writing of a thoroughly schooled accountant, which was acquired under the tuition of a private instructor.

Number five was written in 1870 by a bookkeeper who had pursued a course of training in one of the then few commercial schools of the country, and you will note the change of style from that of preceding cuts. Notice size and spacing and tendency to abolish unnecessary lines.

Number six was executed in '85 by a graduate of an Eastern commercial college. It had had a business test of one year. We need not call your attention to the change in style from preceding specimens.

Number seven was written in '90 by a business man who had the advantages of a training in a Pennsylvania college of business.

For further evidence of the "Influence of the American Business College on American Business Writing," I need only to call attention to the style being taught universally in the colleges of the North, South, East and West, samples of which may be found in THE PENMAN'S ART JOURNAL, engraved from writing executed by pupils and teachers throughout the land.

In selecting these specimens care was exercised in ascertaining the facts from which the foregoing comments have been made, and if space would permit scores of specimens might be presented representing the writing of different persons, all written in the routine of business and not for special purpose of illustration.

We have written from an unbiased standpoint, being governed by facts, and feel that any doubting person can convince himself that it remained for the business college to establish a style of writing that is approved by business men generally and that meets the requirements of this age of electricity.

A prominent business man of our city remarked to the writer not long since that the business college has not only revolutionized the system of accounting, but it has given us a style of longhand that enables the writer to keep a proportionate pace with the shorthand writer.

That the style of writing for business purposes has undergone a complete change during the past few years cannot be denied, and that credit must be accorded the American Business College for this change is clearly evidenced. We feel that enough has been said upon the subject to at least awaken an investigation by those who are sufficiently interested in business college training to want to know what it is doing toward improving the facilities for the handling of American commerce.

Genuine dignity and fun are not at all incompatible. Pupils love a teacher who has the elements of humor. But woe be unto him who, lacking this fine sense, puts on a make-believe of nonsense to win a ready smile from his class. Cheap wit cheapens personal influence.—*Journal of Education.*

Nature is indrawn; it has ceased to give outward expression to the joy for life and love; but it has not ceased to be, nor is it sleeping merely. It is silently renewing its life and strength in God. The world is yielding itself to the unseen power that keeps it young in strength and beauty.—*Selected.*

SEVEN AMERICANS ABROAD.

BY CHARLES ROLLINSON, ONE OF THEM.

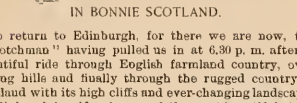
No. 6.

ACROSS THE CHANNEL.

We left Paris at nine o'clock in the evening and reached Dieppe at 11.45, crossed the English Channel to Newhaven, reaching there about three o'clock in the morning. We then continued on to London, arriving at the great city at 7.50. Here we took hansoms and drove to King's Cross Station, where after a hearty breakfast we took the "Flying Scotchman" on the Great Northern Railway to Edinburgh.

Now this will make the reader think that we were "globe trotters," and that we jumped around in the same manner from place to place. Such was not the case. Our traveling was all arranged in advance. We knew what trains we were to take, there was no flying about, but everything was carefully planned. Furthermore, our traveling was done in the daytime, and in only one or two instances did we have to take early trains. We usually arrived at our destination in time for dinner, and if not, always had special dinners prepared for us. After these fine meals we had time to go about and get an idea of the city, so that next day we could pursue our sight-seeing intelligently, thus saving much time and annoyance. Our night's rest was never disturbed, and we had comfortable beds in every place. Even in Pompeii, that far away place where the accommodations were not so liberal, our beds were very good and the rest refreshing.

Again, we did not race about, for we had from four to six days in the important cities and from one to three days in the smaller towns where it was only necessary to see a few things and where after you had seen these things the place was exhausted.



IN BONNIE SCOTLAND.

To return to Edinburgh, for there we are now, the "Scotchman" having pulled us in at 6.30 p. m. after a beautiful ride through English farmland country, over rolling hills and finally through the rugged country of Scotland with its high cliffs and ever-changing landscape.

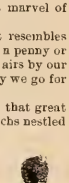
Edinburgh is said to be one of the most beautiful cities in the world, and we all felt that it fully justified this saying, for it would be hard to conceive of a more lovely city. Prince's Street with its fine stores goes right through the center of the city. On a high hill is the old Edinburgh Castle, a most picturesque feature. The Scott Monument, a fine example of Gothic architecture, rises majestically before you. All along Prince's Street are the gardens with their terraced slopes gayly adorned with flowers.

We take carriages and visit the Castle, and have the history of that celebrated place told to us by competent guides. We next visit St. Giles Church, John Knox's house and Hollyrood Palace.

In the afternoon we engage seats on the tally-ho and go out to the Forth Bridge, passing Lord Roseberry's estate and the residences of other celebrities, and reaching the bridge after a two hours' ride. Here we take the small steamer that carries us out on the water and under the bridge that we may better inspect this marvel of engineering skill.

We buy "Edinburgh Rock," a candy that resembles our cream candy, but in round sticks, throw a penny or so to the man or girl that is playing Scotch airs by our coach, the driver snaps his long whip and away we go for the return trip.

The next day we drive about Arthur's Seat, that great hill back of the city. We see the clear little lochs nestled up in the hills, the ruins of an old castle, the children and dogs gamboling about and rolling down the grassy slopes, the picnic parties and everything showing ease and contentment that makes one feel happy. Then again the air seems so clear and fresh that we cannot help remarking on it. I was the guest of friends while in Edinburgh, and was treated royally by them. It was a great privilege to be entertained by these Scotch people, and be with them in their own homes. I can assure you that there are no more hospitable people to be found than the Scotch. They are so whole-souled and good hearted. You are always made to feel comfortable and happy.



After a most delightful stay in Edinburgh, we returned to London on the Caledonian Railway, in order that we might see more of the inland scenery. We were fully rewarded, for the day was bright and clear and the country was indeed all that one could desire for beauty.

LEVIATHAN OF CITIES.

The Langham Hotel, where we stopped while in London, is centrally located and very convenient to all places of interest. Each day we started out on a carefully planned route, and did our best to see London; but London is a big place. You can get no idea of it from reading or looking at photographs. It is the most hustling, bustling city that one could imagine. We talk of our crowded Broadway. Yes, so it is. but Oxford, Regent, the Strand, Picadilly, or any other of those London streets is much more crowded with a moving mass of humanity and vehicles than any of our city streets.

Hampton Court and Kew Gardens first engaged our attention. We saw the fine old palace, the wonderful old grape vine and the many other things of interest. The Bank of England, Old London Bridge, Newgate Prison (Old Bailey), St. Paul's Church with its whispering gallery and celebrated Crypt containing the tombs of Landseer, Sir Joshua Reynolds, Christopher Wren and other great men; the National Gallery with its fine examples of English art, the world renowned British Museum with its rare collection.

The most interesting place to us all was Westminster Abbey. What a grand and imposing place that is, full of monuments and tablets—the Poets' Corner, Henry the VIII.'s Tomb, and so many other impressive things that it would take a long time to mention them.

We must not leave out the Tower of London, for this is one of the things to see, and we saw it thoroughly. The block and beheading axe, the instruments of torture, the armor, cannon and other things of interest we carefully and eagerly scanned.

We had a number of trips on the Thames and enjoyed our sails hugely. The courses where the college crews row and the boat-houses that are alive with people during those exciting engagements were pointed out to us.

We were at Kensington Gardens and Hyde Park on the day of the Queen's Garden Party. The great army of carriages and "swells" was a fine sight. Of course, we passed along Rotten Row, and thought of all connected with that place.

The Alhambra and Empire Music Halls, the leading houses of this kind, we visited and greatly enjoyed the performances, which were particularly good.

We felt very much at home in London. It was delightful to be among people that spoke your own tongue. Then again we found these English people so pleasant and agreeable. Always ready to help you, in fact very often volunteering information. We did not expect this sort of treatment, as our idea of the Englishman was a dignified, stiff and forbidding creature.

HOMEWARD BOUND.

It was too bad to break away from London, but our sailing day from Southampton was fixed for July 15th, and we had to go. The ride from Waterloo station to the wharf was short and uneventful, and we were soon on the little tender that took us out to the steamer.

The everyday steamer life was all there was to note, excepting when we encountered icebergs, and then there was great excitement. We were prepared to see them, as the weather had changed from summer heat to winter cold. Our wraps had been brought into service, and we were not able to sit on the deck on account of the extreme cold. It was a glorious sight to watch those huge mountains of ice with the sun shining on them and the waves dashing up against their sides. The sea-sick passengers came upon deck or looked out of the steamer port-holes in order to catch a glimpse of this rare and beautiful sight.

When we sighted Fire Island there was great rejoicing. What a shout went up as our signal flag was thrown to the breeze. Then as we neared the light ship, and the pilot boat appeared, and soon after the trusty little pilot scrambled up the side of our great steamer, what commotion and excitement there were! All sorts of prices were offered for his newspaper by the passengers that were hungry to see a New York paper.

As night approached, colored lights were burned as signals for the doctor at quarantine. Soon his little boat was hooked to ours, and he came on board to hear the report. We passed, all well.

We were not allowed to go to our dock, so dropped anchor and waited until morning. Such a night it was, too. Who could sleep when so near home? The excitement was too much. We were all astir early, and gathering our luggage together prepared for the custom house officials, who soon made their appearance. Having nothing to "declare," we were soon out of their hands. Then the hearty handshaking and good-byes were said, and we who had been together for ten weeks separated and departed for our own homes.

Yes, we separated then, but never can we be altogether separated, for in thought we must always be together journeying from place to place and recounting our many and varied experiences.

While the world lasts, the sun will gild the mountain tops before it shines upon the plain.—*Bulwer.*

A Census of Words.

From the Intermédiaire des Chercheurs.

It is generally admitted that 5,000 expressions are amply sufficient for common use. The vocabulary of a writer seldom surpasses that number. With 7,000 words a language is acquired thoroughly. According to Brachet, the number of French words in the Dictionnairie de l'Academie is 27,000, including 6,000 primitive expressions. The Littré Dictionary contains about 66,000 words.

English, according to Johnson, contained 15,000 words; but Thommery gives to the English of the present day 87,000 words.

An ordinary German dictionary has about 42,000 words, and a Spanish dictionary 52,000.

Chinese is composed of 41,000 known words in an imperial dictionary of the eighteenth century. Arabic has probably the greatest number of expressions. It has about 30,000 words; but what richness it possesses compared especially to that other language of the Levant, Hebrew, the poorest of all. For example, wine, although forbidden by Mohammed, has 140 different names in Arabic, not to indicate the different varieties, but simply to signify the juice of the grape. A cup of wine has about ten expressions, and the camel, the horse and the lion have hundreds of names.

An Experienced Urchin.

"Have the children begun to think of Christmas yet?"

"I think so; Tommy has had his savings bank."—*Chicago Record.*

Believe in Commercial Training and Practical Education.

The Schoolmasters' Association of New York and vicinity held its seventy third regular monthly meeting for December in Hamilton Hall, Columbia College. Dr. A. H. Cutler presided, and there was a large attendance.

Professor Paul H. Hanus, of Harvard University, delivered an address entitled "The Independent Functions of the Modern Secondary School." He declared that there ought to be courses of manual training and commercial and modern culture courses in every secondary school. The interest of the American youth, he said, should also be awakened to the ever-increasing extent of business interests in American society, and he should be shown how to become a successful business man.

"It seems to me," said the professor in conclusion, "that the independent function of modern secondary education must be, first, to stimulate every individual to understand self-support or some world form of life work; secondly, to stimulate and prepare, so far as the pupil's age and the time limits of secondary education permit, to participate intelligently and helpfully in promoting the welfare of the society in which he has to form a part, and, thirdly, to prepare and stimulate each pupil to carry forward his social development uninterruptedly, so far as circumstances permit, through self-teaching, whether he continues his school life in some higher institution or whether he enters at once on his active life."

There was an informal discussion after the reading of the paper. A resolution was adopted urging Congress to consider favorably and vote for the bill to fix the standard of weight and measure by the adoption of the metric system of weight and measure. The meeting then adjourned.—*New York Journal.*

Do not forget to carry your good manners home with you.

Silence is sometimes the very best argument that can be used.

Penmans Art Journal.
A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUP'T OF SUBSCRIPTION DEP'T.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 208 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

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Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

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Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESS.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.

We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

On to Fifty Thousand.

Several months ago it was confidently predicted in THE JOURNAL, judging from the recent remarkable increase of the circulation, that the twenty thousand circulation mark would be passed before the end of the present school year. This issue of THE JOURNAL exceeds that figure, and there seems no doubt now that the new school year will find THE JOURNAL with its front foot on the next rung of the ladder toward the fifty thousand that it started out to secure.

THE JOURNAL'S circulation is genuine, and only enough copies are printed to meet the demands of those who want to buy them, with a moderate margin for the supplying of agents to use in their canvass. No free samples. Its editions are not only "printed," but are sold, right down to the last copy. Of course, it is an easy and inexpensive matter for a cheap paper largely devoted to the production of portraits of any benevolent gentleman who will give it a certificate of character, to reduce its size and "print" a few thousand extra for a few specially selected issues, in order to make "a record." But it is really too bad that after such infinite travail and several previous abortive attempts in the same line, all the padding and all the "printing" should fall short of THE JOURNAL'S regular and legitimate circulation.

Not picking out a few selected issues, but dating back for the past nine months so as to include the entire period since the new school year got under way, the actual bona fide circulation of THE PENMAN'S ART JOURNAL for that period has been 164,534 copies, an average circulation per month of 18,280 copies. During that entire period but one single issue fell below 17,100 copies, and that was due to a mistake in the quantity of paper supplied, causing us much trouble and annoyance, and making it necessary to omit that issue from many subscriptions. The present editions of THE JOURNAL are considerably in excess of this average. The average for the past three months is 19,408 copies.

Moreover, these editions have not only been "printed," but have been absolutely exhausted up to the last issue, of which only a few copies remain. If our editions from last January had been 1,000 larger, we should have had no papers to spare. This is a good place to say that no subscriptions can now be dated further back than May, and only a few from that month. We suggest to an amusing contemporary that it lop off still more pages and extend its advertising to give away its paper to any one who asks. This might afford a margin for "printing" one or two special editions that might come in handy for those who are not intelligent enough or discriminating enough to look through the paper for a year or two back and satisfy themselves from its own internal evidence of the padded and bogus character of such figuring. The great difficulty with these mathematicians is that they eliminate the one all important factor—the unprecedented increase in THE JOURNAL'S circulation. So that when after painful toiling they get to one point and begin to blow their trumpets, THE JOURNAL has got somewhere else—always in front.

The circulation of THE PENMAN'S ART JOURNAL is not only larger than that of any at all similar publication in the world, but a circumstance of the utmost significance is that a large proportion of its subscribers buy that edition which costs at least twice as much as any similar paper published.

During the past two months, the last end of the school year, when subscription matters are not particularly active, clubs have been received from about 150 different schools, aggregating over 2,000 new names. THE JOURNAL'S expirations in the same period have been less than 400, which are more than covered by the individual subscriptions. We shall print the list at the close of the school year. Meantime, we wish to thank our friends cordially for their whole-hearted support, and to say that we shall endeavor to produce a paper entirely worthy of it.

On to fifty thousand!

An Eastern Teachers' Association.

THE JOURNAL wishes to express its hearty approval of the suggestion of an Eastern Business Teachers' Association, made last month by Mr. W. J. Amos of Stamford, Conn. Already there are various organizations of this character in different parts of the country. There is really nothing sectional about them, territorial restriction being a matter of mere convenience in getting together. Elsewhere in this issue we record the formation of two such State associations. We heartily wish they could be plastered over every part and parcel of our common country. Then what a thing it would be to have a grand federation of all these various associations and hold one big annual pow-wow. Keep the ball rolling, Brother Amos, and count on THE JOURNAL for any assistance in its power.

Please allow me space to rise (which, by the way, will take nearly six feet) and say Amen to the above headed article in the May JOURNAL. I am decidedly in favor of such an association, for it would prove of great value to every wide-awake, progressive teacher.

Every ambitious teacher is on the alert for new ideas, new methods, etc., and a personal contact with other fellow workers ought to stimulate us for more and better things. I would not give much for a teacher who has reached the point of serene self satisfaction with himself and his work. Such teachers are on the down grade in their calling, and are an injury to the noble profession which they try to represent.

We have just as much talent in the East as anywhere else, and I know that we have enough wide-awake, enthusiastic teachers to push this matter along if once started.

Fellow teachers, let us join hands now and start the ball a-rolling. Let us hear from others.

Yours, L. J. EGELSTON.

Kansas State Penmanship Association.

This is the name of a new organization formed at Emporia, Kans., on May 1. Over a hundred teachers were present at the meeting and fifty-six members were enrolled. The officers elected were as follows: President, L. H. Hausam, Wesleyan B. C., Salina; vice-president, J. N. Engle, Junction City; secretary, S. P. Fahnestock, McPherson College, McPherson; treasurer, W. C. Stevenson, State Normal School, Emporia.

The meeting was very enthusiastic and a number of timely papers were read and discussed. Among them were a paper on "Defects in Teaching Penmanship," by E. K. Pentz, Central Nor. Coll., Great Bend; by C. E. D. Parker, Emporia B. C., on "The Necessity of Enthusiasm and Hard Work on the Part of the Teacher;" "Will it Pay"—from the commercial aspect of the penman's calling—by S. B. Fahnestock. He also read a paper on "Use and Abuse of Shades and Flourishes." Different systems of teaching were discussed by W. C. Stevenson. President Hausam and the other officers above named were all prominent in the discussions. A. N. Palmer of Cedar Rapids was present and elected an honorary member. The meeting indorsed the penmanship system of W. C. Stevenson and recommended it to the State text book committee for adoption. One of the resolutions passed was as follows:

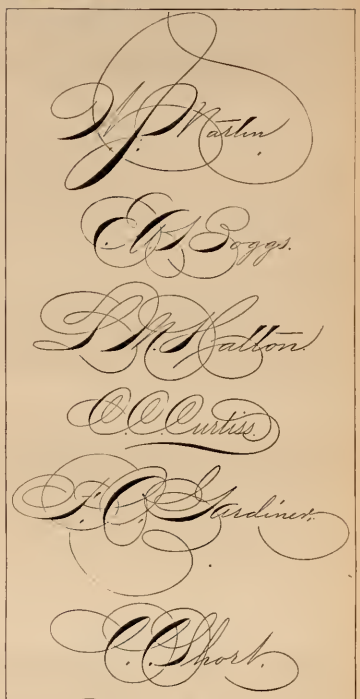
Resolved, That any action of the State Board or committee on text books in favor of adopting any specified slant in penmanship would be a step backward, and an adoption of the same would defeat all progress and undo the work which progressive teachers have accomplished.

THE JOURNAL wishes the new association the fullest measure of prosperity. It is indebted for particulars of the meeting to S. B. Fahnestock.

Indiana Penmen Organize.

A penmanship section of the State Teachers' Association was organized at a late meeting at Elkhart, Ind. J. H. Batchenkircher, supervisor in the public schools of Lafayette, Ind., was chosen president; Miss Cora A. Ney, writing supervisor at South Bend, vice-president; J. B. Jones, writing supervisor at La Porte, secretary.

THE JOURNAL'S AUTOGRAPH REGISTER



W. J. MARTIN, LE MARS, IA., NORMAL SCHOOL; B. A. BOGGS, SUPERVISOR WRITING, WATERLOO, IA.; L. M. HATTON, OCALA, FLA., B. C.; C. C. CURTISS, MINNEAPOLIS, MINN.; F. O. GARDINER, STOCKTON, CALIF., B. C.; C. C. SHORT, RUMISTON'S B. C., CLEVELAND, O.; W. E. DENNIS, 357 FULTON STREET, BROOKLYN, N. Y.; L. S. PRESTON, 636 PRESIDENT ST., BROOKLYN, N. Y.

There were many informal talks on various penmanship topics. Among those who participated in the discussion in addition to the officers were: G. S. Herrick, teacher of penmanship and drawing, Keodallville, and J. W. Rhoads, Muncie, Ind.

This is a good work. THE JOURNAL would like to see it followed in every State in the Union.

Bro. Grant Wants a Good Twist on His Name.

WEST MITCHELL, IOWA, June 7, 1897.

PENMAN'S ART JOURNAL:

Will some one please explain why nearly all of the contributors of ornamental penmanship to THE ART JOURNAL seem to keep clear of the combination of the three capitals, E C G? I have watched THE ART JOURNAL for two years and have failed to find one such combination. Will some "penman" please take the hint?

E. C. GRANT.

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

No. 4.

One-ideaness is one of our greatest evils. It seems to be so easy to come to the conclusion that our own way is so much better than all others that we dismiss the need of further investigation from our minds and rest content. Content until we waken up several years afterward and find that we are as many years behind of progress. Satisfaction is one of the enemies of reform. In fact it is, in most cases, stultification. Do not think that I mean that dissatisfaction is a desirable thing. We may be satisfied with the results we have produced, but that should not prevent us from attempting to do better. The past should always aid us, but it should not hinder. Yesterday's achievement may please me as yesterday's, but whenever it serves as the ideal for to-morrow I cease to progress, and retrograde instead.

In no one particular, especially of late, have we erred more than in the line of teaching movement. We have been as dictatorial in this respect as we have been about slant and proportion. As there is no one slant best suited to all, neither is there any one movement adapted to all. Instead, all persons differ more or less in mental and physical make-up, so necessarily they must differ in their manner of doing things. But in penmanship we have persistently demanded that all should sit in the same position, hold the pen in the orthodox manner, and use the same movement. Not all have acquired these things, but enough have to make it well nigh unanimous. When I make these sweeping charges do not, dear reader, think for a moment that I shall claim to have been one of the very few who knew better than to do these things. I have too much regard for the truth for that. Instead, I am free to confess as having been one of the many who have insisted on each and every student doing everything as I directed. Nor am I ashamed of it, though I should be to continue to do so in future. I, like many more, did the best with the "light that was within me," and saints could do no more.

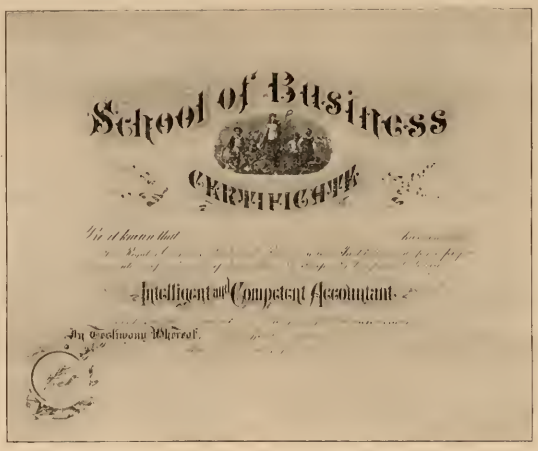
Penmanship is not an exact science; we cannot therefore have exact and inflexible rules for teaching and for writing. That is, we cannot be right to a degree, nor to a definite movement. The most we can do is to approximate. Whenever we become inflexible with a flexible subject we cease to be progressive; we become dogmatic and narrow. Whenever you find teachers attempting to teach everybody to write the same style and in the same manner you may depend upon it that a large per cent. of the pupils will fail utterly to learn to write well. Those who do learn to imitate the movements and forms will eventually drift from them in business. The more strait-jacket the instuction the fewer there are who will learn to write well, or until they teach themselves in after life. Penholding, angle of paper, etc., are all flexible conditions, and should be recognized as such by all progressive teachers.

You need not conclude that I would advise "taking the bridle off altogether" in the matter of license in teaching form and movement. Instead, I would study how to fit the art of writing to the individual; I would endeavor to find what the pupil's tastes and inclinations were and to cater to them. By so doing I would please the boy—and who will dare to say that a pleased boy will not accomplish much more than the one who is unsuited and uninterested? As I understand it, the new education stands for "drawing out" rather than "drilling in." It believes in development that is based upon growth rather than upon training. The former is healthful, while the latter is likely to be mushroom-like in its condition. The New Education (and by that I mean the True, so far as we can at present discern it) believes in first developing thought and then in devising means of expressing it. As penmen we have been inclined to teach expression before thought. The same has been and is yet true of teaching grammar, though I am inclined to think that it is slightly in advance of penmanship in most progressive schools. The chief concern is to direct the child's efforts so that he will learn of his own accord. If conditions are favorable we need but little instruction in anything. We need teachers to prepare conditions rather than to teach. If writing is watched with care rather than dictated with restriction, good writing will become the rule rather than the exception. Let a pupil once understand that writing is as much a part of himself as his speech, manners, and walk, and he will take the same pride in it that he does in dress; more is not necessary nor wise. We cannot expect pupils to become enthusiastic over that which is not theirs by nature nor by choice.

Away, therefore, with our dictatorial methods and theories of form, slant, and movement. Away with restrictions and rules; welcome with individual freedom and inclination. Let us have more of individuality, less of system; more of legibility, less of beauty; more of freedom, less of skill; more of naturalness, less of artificiality.

The Issuing of Diplomas by New York Schools.

The JOURNAL has had many inquiries lately as to the right of Business Schools in New York State to issue "diplomas" under the new law. We have looked into the matter very carefully and find there is no doubt that the use by a business school or any private school in New York State of any graduating testimonial containing the word "diploma" is clearly a violation of the law as it now stands. The following letter from Secretary Dewey of the State Board of Regents, Albany, is clear and conclusive:



CERTIFICATE BY AMES & ROLLINSON CO., DESIGNED TO MEET THE NEW LAW RELATING TO BUSINESS SCHOOLS IN NEW YORK STATE.

TO THE EDITOR OF THE PENMAN'S ART JOURNAL:

In reply to your inquiry as to what institutions have the right to issue diplomas in the State of New York, I send you the exact wording of the law:

Extract from the University law, sec. 33:

"No diploma or degree shall be conferred in this State except by a regularly organized institution of learning registered by the regents as not violating any requirement of law or of the University ordinances."

Regents' ordinance No. 54 is as follows:

"54. Diplomas. No diploma shall be conferred which does not represent at least three years, and after January 1, 1900, four years or their equivalent, of work of a grade above the elementary or grammar school."

NOTE.—The new law makes it the regents' duty to maintain standards for diplomas as well as for degrees. This ordinance saves the diploma from being used for courses for which certificates are the more fitting credentials, because they require less work than the ordinary high school course. It applies not only to high schools and academies, but to all professional, technical or other schools which issue credentials.

You see from this that the diplomas heretofore issued by business, commercial and shorthand schools cannot legally be issued in this State hereafter unless they not only conform to ordinance 54, but unless the institution is duly registered by the regents. The rule is uniform throughout the State and applies to every class of educational institutions without exception. There will be no hardship, therefore, for any individual school. In the various plates and forms that have been used the word "certificate" can be substituted for "diploma," and in most cases it will be possible to mortise plates so that the new word can be put in. The publishers of diploma forms will of course be glad to supply all the schools with the same credential, with the word "diploma" altered to "certificate," in conformity with the new law.

I am glad of this opportunity to say to the readers of the JOURNAL that the business schools of New York of all grades are rapidly coming to understand that the new laws and ordinances will be distinctly to the advantage of business education. The number who have written or told us that closer investigation of the matter had convinced them that the new rules would be to their benefit is very gratifying. It will be a pleasure to this office and to me personally to co-operate in every practicable way in making the business teaching of the Empire State distinctly the best in the country and winning the enviable reputation which will follow the improvements in contemplation by many of our better schools.

MELVIL DEWEY,
Secretary State Board of Regents, Albany, N. Y.

National Educators' Association.

Many of our people, both those who are engaged in public school work and in business college work, are preparing to attend the National Educators' Convention at Milwaukee, which will be in session July 6-9. We are informed that topics relating to penmanship and business training will be given a better chance than has been done in the past. If our friends were to show up in force they could make a display so impressive that this line of education would become more of a feature at the regular annual meetings. Among those who are scheduled to read papers on various business education topics are: A. S. Osborn, Rochester; Robt. C. Spencer, Milwaukee; H. M. Rowe, Baltimore; Chas. H. Thurber, Chicago; Mrs. Sara A. Spencer, Washington; E. E. Childs, Springfield, Mass.; J. M. Mehan, Des Moines; Isaac S. Dement, Chicago.

The outlook is for a very large attendance. For information of any character address William George Bruce, Secretary, Milwaukee, Wis.

To Remove Ink from Woolen Articles.

It is said that when ink is spilled upon a carpet or anything made of wool the spot should immediately be covered with common salt. When this has absorbed all the ink, carefully take it off with an old knife or spoon and apply more salt. Keep doing this until the ink is all taken up.

Courage and conscience are the greatest weapons.

To waste one's money is to throw away one's opportunity.

Finger Movement.
Combined Movement.
Arm Movement.

Each line was written with the movement named. There is no one movement for all, but there is for each. I prefer them all combined. Zaner.

BY C. P. ZANER, ILLUSTRATING HIS ACCOMPANYING PAPER.

EDITOR'S CALENDAR.

ACTUAL PRACTICE IN EXPERT ACCOUNTING. By P. H. Keller and A. D. Longaker. Published by Keller & Longaker, Pottstown, Pa. 68 pages. Cloth. Gold side stamp. Introduction price, 50c.

This work is to supply a demand for something on advanced bookkeeping and accounting by students who may be qualified to cope with duties required of expert accountants. It is also intended to furnish work to take the place of special sets and exercises for students who have completed the regular courses in business schools. As it is intended for an advanced work, the primary sets and rules have been omitted. A book of this kind should be of value to advanced students in commercial schools to test the knowledge in their regular course.

THE FACTORS OF SHORTHAND SPEED. By David Wolfe Brown. A book of practical aids and suggestions to the teacher and young reporter. 191 pages, cloth. Published by the Shorthand Publication Bureau, 114 W. 34th St., New York.

Mr. Brown is well known to all shorthanders as the official reporter of the U. S. House of Representatives. The scope of the volume that he has just given to the public is clearly indicated by its title. It goes to the heart of the subject and covers it completely, inside and out. We know of no shorthand writer, however expert, who could read such work without deriving practical benefit. It is a good book alike for teachers, students and professional practitioners.

A CHILD WORLD. By James Whitcomb Riley. The Bowen-Merrill Co., publishers, Indianapolis.

Of all living writers of English verse, none has a truer or daintier touch on anything pertaining to simple life, child or adult, than James Whitcomb Riley. The handsome little volume under consideration is in his tenderest vein and bears internal evidence of being an outgrowth of his own boyish experiences. No one who has been a boy, or a girl for that matter, can read it without a feeling of rejuvenation, with all the sweetness and the purity and the charm with which the Creator invests innocent, rollicking childhood.

COLLEGE TRAINING FOR WOMEN. By Kate Holladay Claghorn, Ph.D. (Yale). 274 pp., 12mo, cloth, gilt top. $1.25. Published by T. Y. Crowell & Co., New York and Boston.

The talented author of this timely work is a daughter of Mr. C. Claghorn, proprietor of the B. & S. Business School, Brooklyn.

The rapid spread of the higher education among women imperatively demands just such a book as Dr. Claghorn has prepared. Every thinking parent who has daughters to educate, every young girl who is looking forward to a useful life, is confronted by the college question and needs just the sensible, helpful advice which one who has had a similar question to settle and has settled it can give. Dr. Claghorn in the first place clearly indicates what the college can and cannot do. She shows how extravagant are the expectations which many form from the four years of collegiate training, but no less clearly she shows how deeply and truly those four years may be the most important years in a woman's life. She then proceeds to describe the wisest preparations for college, especially the home training—physical, moral and mental. She gives sound hints as to the choice of a college and she points out the dangers and the pleasures, the wise and the unwise ways of life within the college walls. She follows the graduate into active life and into the home. She devotes chapters to alumnæ associations and to the college-trained woman as a mother and a social factor. Finally, she indicates the advantage of the college training for the wage-earner. It is a book which ought to be in the hands of every woman in the country.

Miss Gertrude A. Stoker is the author of a book entitled "Advance Method in Drawing. Seeing and Doing." It is bound in flexible cloth and sells for 30c. each. The St. Paul Book & Stationery Co., St. Paul, Minn., are the publishers. We have not examined a copy of the work, but have seen testimonials from Superintendent C. B. Gilbert of the St. Paul public schools and other eminent educators, in which the work received the highest commendation.

Hill's Album of Biography is the name of a new monthly journal that comes to us from the Hill Standard Book Co., Chicago. Its contents consist mainly of brief sketches of distinguished people, illustrated by portraits. It will be found a very useful and handy book of information and reference.

We are pleased to know that our valued contemporary, *Art Education*, will be issued monthly instead of semi-monthly, beginning with September. The abridged edition will be abandoned and the complete edition sold without an advance of the present price—$1.50 a year. *Art Education* is an entirely unique periodical and should be vigorously supported by the teachers and officials of our public schools.

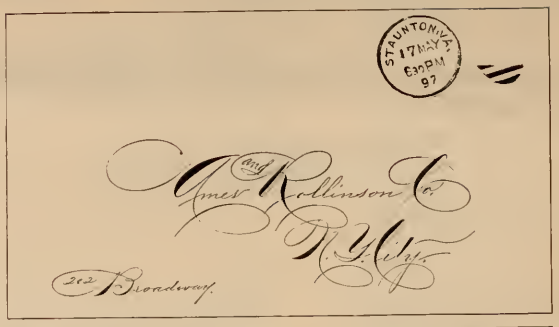
The issue of the *New England Penman* for March-April-May is much the best number that we have seen. Editor J. B. Mack is to be congratulated.

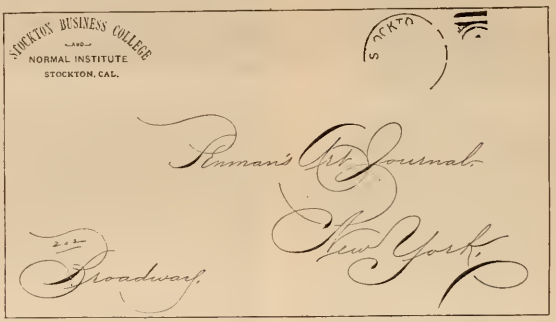
A. O. Kittredge, who became co-editor of *The Lawyer and Credit Man* in December last, has recently relinquished his connection with that journal, and for the future will devote himself to the editorial direction of *Accounties*. The latter is a monthly magazine, published under the auspices of the Institute of Accounts, and devoted to accounting topics. The office of *Accounties* has been established in the Wool Exchange, New York City.

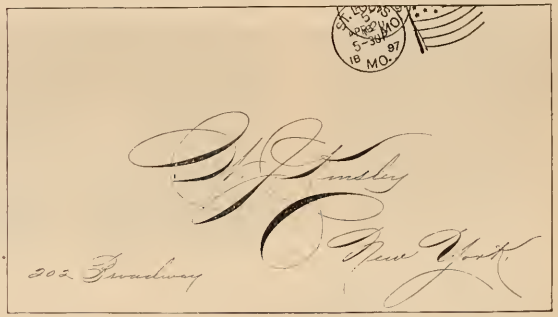
People seldom improve when they have no other model than themselves to copy after.—*Goldsmith.*

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)







R. W. BALLENTINE, DUNSMORE B. C., STAUNTON, VA.; F. O. GARDINER, STOCKTON, CALIF., B. C.; W. E. HARTSOCK, METROPOLITAN B. U., ST. LOUIS, MO.

Some one told me that "For-get-me-not" pens were mighty fine pens, and I had the curiosity to investigate for myself. What a lot of useful information we would acquire on practical matters if we should always take this trouble. I have personally tried half a dozen styles of these pens and shall keep a box of them on my desk in the future. They are manufactured by J. Merrick Galloud, Waterbury, Conn., and are made in all kinds of points from fine to stub.

If cleanliness is next to godliness the inventor of a simple, clean and practical portable bath ought to have his name enrolled among the public benefactors. Thousands in our profession will recognize the name of C. M. Robinson, for many years a leading business college man, located at Lafayette, Ind. Mr. Robinson is the inventor and promoter of the Robinson Thermal Bath Cabinet, which is tersely described as "Hot Springs at Home." It enables one to take a Turkish bath or any sort of mineral or medical bath without passing beyond his own portals. The Robinson Thermal Bath Co., Toledo, Ohio, are headquarters.

People who handle a considerable correspondence appreciate the luxury of those small articles that inventive minds have produced to lighten their labors and assist in establishing order and system. A number of such devices used in our office are manufactured by the Spatula Co., 8 Oliver St., Boston, Mass. One of these is a simple clip to hold papers together. It is cheaper than a pin and infinitely better. Another is the Fox Automatic Filing Band—a simple but perfect device for filing papers by tying them into packages, etc. It will fit any package and does not stretch or become loose with time, as rubber does.

We are out of JOURNALS from January to April inclusive, and are compelled to write every day to inquiring friends that we cannot furnish them, to say nothing of new subscribers who want to date back to the beginning of the year. If any friend has extra copies of these numbers that he does not need we should be glad to have them.

That new pencil advertised by the Eagle Pencil Co. is great. A twist of the finger nail removes the wood and leaves an even point, long or short as you like. You ought to send for a specimen.

The ideal bicycle lubricant should not only lubricate the chain and sprockets, but the pivots or pins holding the links of the chain also. Lubricants made from Pure Flake Graphite are superior to any other, when properly made. An article combining a perfect lubricant and rust preventive, put up in convenient form, is something desired by every bicyclist. To all such, Dixon's *Graphitoleo* will be not only welcome, but indispensable. Dixon's *Graphitoleo* is a preparation of a very choice graphite finely pulverized, and a pure petrolatum warranted not to gum or become rancid. It is put up in collapsible tubes and is manufactured only by JOSEPH DIXON CRUCIBLE CO., Jersey City, N. J.

Penman's Art Journal,—
This is the style used in
engrossing 48,684 words on the Atlanta
diplomas.
Very truly,
Paul A. Steele
Washington, D.C. Sept. 19 1896.

BY PAUL A. STEELE, SPENCERIAN B. C., WASHINGTON, D. C.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

L. B. D'Armond, Tubbs B. C., Emlenton, Pa.
A. M. Underwood, Tygart's Valley, Ky.
B. F. Williams, C. C. Com'l Coll., Des Moines, Ia.
M. Van Osterloo, Fort Smith, Ark., Com'l Coll.

Amateur.

B. F. Williams, C. C. Com'l Coll., Des Moines, Ia.
John Morrissey, 348 So. 4th St., Brooklyn, N. Y.
J. A. Younggren, 3728 Second Ave., So. Minneapolis, Minn.
J. C. Alsup, Box 306, Denton, Tex.

— Remember that it costs nothing to join the Penmen's Exchange Department. Those who desire to join have only to send in their names and addresses, and state under which heading they desire to come, professional or amateur. By "professional" is meant those who make a living with the pen or who are teaching penmanship. The only obligation assumed in becoming a member of the Exchange is to send specimens of your best work to all the other members of the Exchange. This forms a nucleus for a splendid scrap book collection, and every penman, whether professional or amateur, ought to have one or more large scrap books filled with examples of the best work of brother penmen. There is instruction and inspiration in such a collection and it repays, many times over, the cost in money and labor of preparing it. If you have not done so already, by all means start a scrap book collection A few dollars a year spent in purchasing specimens from leading penmen will soon build up a collection that will become more valuable as years roll by. There is much more sense, and certainly more artistic pleasure, in a collection of specimens of pen work from experts than in the postage stamp fad or in any similar craze. The pleasure of collecting, arranging and preserving these specimens is great and well repays the effort to get them. In after years when looking over the collection, these specimens will call to mind certain events and show the skill of a certain penman, and will often bring back some long forgotten episode.

— Teachers of penmanship will find a scrap book collection of the work of leading penmen to be a wonderful help in their teaching. It will not only furnish ideas for themselves, but they can place these specimens in the hands of their pupils to use as models, and in this manner let the students see the work of many expert penmen.

— A well-made set of business capitals and specimens of writing, in both slant and vertical, come from F. B. Lanning, Harvard, Ill.

— C. H. Cleary, of the Canton, Ohio, B. C., sends specimens in abbreviated, semi-vertical style representing an extreme of simplicity and legibility.

— For a number of written cards, plain and fancy, we are indebted to Roy Weaver, North Indianapolis, Ind.

— The art of flourishing seems to be falling into innocuous desuetude. Where we received a dozen examples five or six years ago we hardly get one now. This eminently utilitarian age is putting its foot down on fancy work that has no business value. As an enthusiastic penman, dating back to a good many years ago, we confess to a weakness for fine pen strokes in whatever form they come.

— A very clear cut example of flourishing bears the signature of C. S. Jackson, a student at the Central B. C., Stratford, Ontario.

— A pleasing bird specimen has been received from the Garvin C. C., Terre Haute, Ind.

— A creditable example of flourishing is signed by C. A. Jeglum, a student at St. Ansgar Seminary, Mitchell Co., Iowa. His writing is also of noteworthy excellence.

— An example of dainty, quaint writing that might have stepped out of one of the cherished books of the eighteenth century reaches us over the signature of Charles Honeck, Fort Wayne, Ind.

— Cards that bespeak a fine mastery of the pen come from A. W. Walker, Elsmere, Del. The same may be said of a number of specimens from H K. Williams, Omaha, Neb. According to his calculation, THE JOURNAL "has no equal."

— That very accomplished all-around penman and artist, H. C. Spencer, recently gave THE JOURNAL people an opportunity of examining a large number of specimens of his work. These were chiefly in the line of designing and drawing for catalogues and other commercial purposes. We are glad to note such uniformly excellent work from a member of our craft.

— A fine knowledge of artistic proportion, combined with a particularly dainty touch, makes the work of W. J. Trainer of the College of Commerce, Scranton, Pa., notable in the fastest company. We are reminded of this just now by a number of fine specimens, chiefly in the line of hand-engraved effects.

— J. M. Reaser, Dover, N. J., is not only handy at script forms, but possesses considerable skill as a draftsman, and has a knack of suffusing his drawings with a spice of humor that makes them very taking. We are indebted for numerous examples.

— A creditable set of shaded capitals bears the name of H E. Samson, Martin's Ferry, Ohio

— Miscellaneous specimens of a high order of merit have been received from J. B. Ketchum, penman of the Hammond, La., B. C.

— A pleasing novelty comes in the form of an elaborate pen drawing of landscape on a piece of bird's-eye maple. The artist is W. A. Baldwin, Medina, Ohio.

— We are in receipt of several sets of capitals, plain and fancy, also a handsomely written letter, from J. W. Hazlett, Mulberry, Ind.

— Geo. Joly, 883 N. 41st St., Philadelphia, Pa., sends a well executed set of capitals as a voucher of the skill which he has acquired in large part through THE JOURNAL.

— A number of fancy cards and some other specimens of plain writing go to the credit of T. S. Overly, Taylor, Wis.

— When it comes to smooth and elegant hair-line script, rapidly written, we know few penmen who could give much of a handicap to E. M. Barler, penman of the West Texas Normal and Bus. Coll., Cherokee, Texas.

— Will A Ripley, penman and proprietor of the Huntington, W. Va., B C., sends an assorted lot of specimens of a high order of merit. At some time when there is less pressure on our columns from cuts already accepted, we hope to show some specimens of his handiwork.

— R. G. Laird of the Eastman Coll., Poughkeepsie, N. Y., sends photographs by one of his pupils, H. Jahnz of South Carolina. They are very clever pictures representing two other students in the progressive phases of balancing their books.

— A number of handsomely written cards come from that particularly accomplished penman, F. A. Curtis, Glens Falls, N. Y., B C.

— Mr. Van Osterloo, penman of the Fort Smith, Ark., Com'l Coll., sends good script examples.

— C. C. Canan of the Cedar Rapids, Ia., B. C. contributes some pennanistic poems in pink. If any smart Aleck should pick up Canan as not knowing what's what in the preparation of copy for engraving, he is likely to be "called down." The particular specimens referred to are of the vertical persuasion, plus shading.

— We are in receipt of an elaborate diploma design made by Owen R. Prosser of Niles, Ohio, a student of Browne's College, Youngstown, Ohio.

— They are doing fine work in the penmanship department of Sullivan and Crichton's B. C., Atlanta, Ga., under the masterly supervision of J. H. Smith. A number of very handsome specimens by students were recently received. The most finished work is by R. H Thigpin. The greatest improvement shown, in the order named, is by E. T. Faulkner, R. H. Thigpin and Ralph B. Martin.

— Paul A. Steele, artist penman and designer, sends a reproduction of an elaborate design advertising his business.

— Ornamental signatures of good quality have been received from A. J. Blickenstaff, Manchester College, Manchester, Ind.

Chain Lightning School Fakes.

We were talking some time since about business college fake chain swindlers. Of course, there is no reason why a man should not own two schools or two dozen and conduct them upon a perfectly legitimate basis. What we said before we adhere to most emphatically, and that is that the plan of going into a town, organizing a school, collecting cash for scholarships, and then turning the school over to irresponsible parties—the same having first been sucked dry like an orange and foredoomed to inevitable failure—is swindling of the rankest order, and should be punished like any other kind of larceny.

THE JOURNAL has had a great many complaints from teachers and business men relating to G. W. Williams, who had a meteoric career as chain lightning school man in Pennsylvania, leaving a train of sorrowing creditors in half a dozen or more cities, including Wilkes-Barre, Altoona, Mt. Carmel, Bloomsburg, Scranton, Shamokin, York and other places.

We shall take occasion to go into this matter more in detail at another time. The following extracts from leading Pennsylvania papers speak for themselves:

Looking for the Professor.

Prof. G. W. Williams, who claims Wilkes-Barre as his home, but whose present whereabouts is unknown, is wanted in Mt. Carmel, Bloomsburg and Altoona. His schools in these places have gone under. Frank Young, of Shamokin, was employed at the Bloomsburg institution and J. W. Love, of Sunbury, at Altoona. Williams collected over $4,000 from pupils before departing.—*Shamokin, Pa., Daily Herald.*

The Final Chapter.

The final chapter in the gigantic fraud perpetrated by G. W. Williams of Wilkes-Barre was completed to-day when the fixtures of the Mt. Carmel Business College were sold for rent due Mr. Grossman. As predicted Mr. Williams was not on hand, he evidently fearing to come. He certainly should have been ashamed to show his face here again, where many poor people who had sacrificed much in order to educate a son or daughter were defrauded out of a sum ranging up to $50 each. The representatives of the Shamokin College, which was formerly conducted by Williams, were on hand and bid on the goods. The typewriter was claimed by these gentlemen from the Shamokin College, and it was not sold. The highest bid on the second hand furniture was $64.15, and was made by Lewis Grossman, who closed up the place for non-payment of rent. Professor Waldon, who had charge of the college when it closed, is out a month's salary, and go are others looking for sums due from the college.—*Mt. Carmel, Pa., News, reprinted in Shamokin Daily Dispatch.*

After Professor Williams.

The papers of Wilkes-Barre, Mt. Carmel and Shamokin have recently published articles which contain information that will be interesting to the Yorkers who had business transactions with Williams' Business College, which was established in the Rupp Building. Professor Williams had colleges in the places mentioned and they have been discontinued, and constables have been looking for the manager with bills which they would like to have him pay.—*York, Pa., Gazette.*

Williams is now supposed to be the head of the Little Falls, N. Y., Business School, though his name does not appear on the stationery. Some of the fleeced ones are now engaged in the effort to see if the law will not take cognizance of such transactions in a way to make such business in the future decidedly unhealthy.

The indolent idler is an active hindrance.

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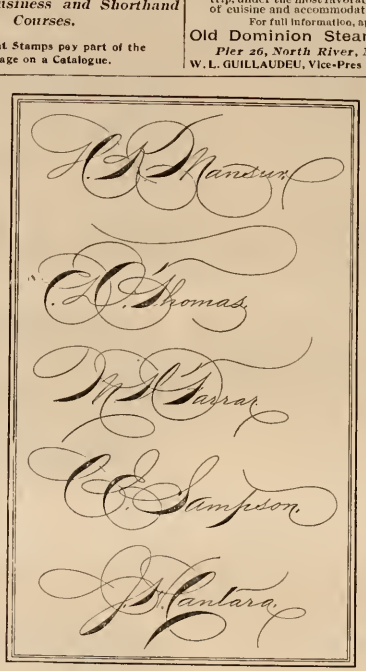

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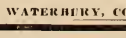

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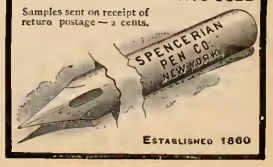

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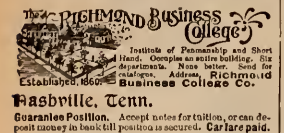

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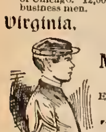

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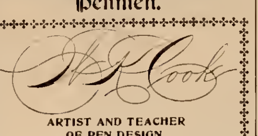

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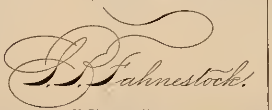

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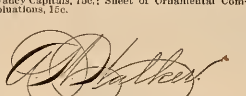

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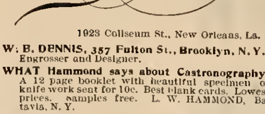

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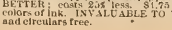

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Information about such of these vacancies as remain unfilled will be sent to those who register in THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Blanks and particulars mailed upon application.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

WANTED, for each state, teachers of bookkeeping who can invest in an established business $1000. A person of good business capacity can double his money each year and make a good salary. Address "D. I. T.," care PENMAN'S ART JOURNAL.

WANTED.—Commercial teacher to join in purchasing of a good school. Address "GOOD CHANCE," care PENMAN'S ART JOURNAL.

WILL SELL OR LEASE a well established and well paying business college located in a Southern California city of 12,000 with no opposition. $600 will buy it. Satisfactory terms given. If you mean business write for full particulars. Address "W.," care of PENMAN'S ART JOURNAL.

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In the heart of the choicest orange and olive belt in Southern California, twenty acres in bearing, fully improved. The finest variety of navel oranges and Spanish olives, with heavy crop now in sight for Christmas trade. For domestic use there are mandarins, pomegranates, peaches, prunes, grape fruit, lemons (enough of these to sell some), guavas, etc. There is a splendid opportunity to establish an olive oil mill in the neighborhood. Good water rights. Located on two railroads. Value $15,000. Will exchange for well-equipped business college in an eastern city. Address "POMONA," care PENMAN'S ART JOURNAL.

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Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2.50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

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No. 1, for example, opens with a personal letter from Geo. W. Cable, the eminent novelist. An admirable "Ten Minute Talk to Young Teachers," by Geo. Howland, follows. Then there is "How to Succeed in Literature," by the Master literature-connoisseur of the English tongue—Andrew Lang. It is a good deal out of an intelligent person's life not to have read and re-read this little essay of 16 pages. In the line of biography are two very graphic sketches—of Shakespeare and Browning, respectively. Schopenhauer's celebrated essay on "Style in Composition" rounds out the purely literature features. In the line of instruction are twenty-four compact, practical lessons in grammar, by Seymour Eaton; also lessons, hints, queries, examinations, etc., in arithmetic, geography, bookkeeping, letter writing, etc.

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No. 3 has a prefatory letter from Miss Frances E. Willard. The "Ten Minute Talk to Young Teachers" is by Geo. Munro Grant. A wholesome article on "The Choice of Books" is from the pen of Frederic Harrison. Mrs. Mary Sheldon Barnes discusses "The Best Methods of Teaching United States History." "Letters to Dead Authors," by Andrew Lang, furnishes not only first-class entertainment, but much food for serious thinking. Thackeray, Dickens and Edgar Allan Poe are the ones addressed Sixteen pages of the book are devoted to the teaching of arithmetic and an equal number to the teaching of spelling. "The Language of the World" and "How to Succeed in Literature" are in this volume, as well as in No. 2.

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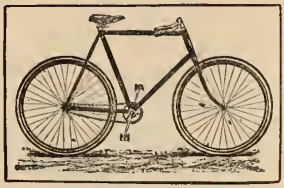

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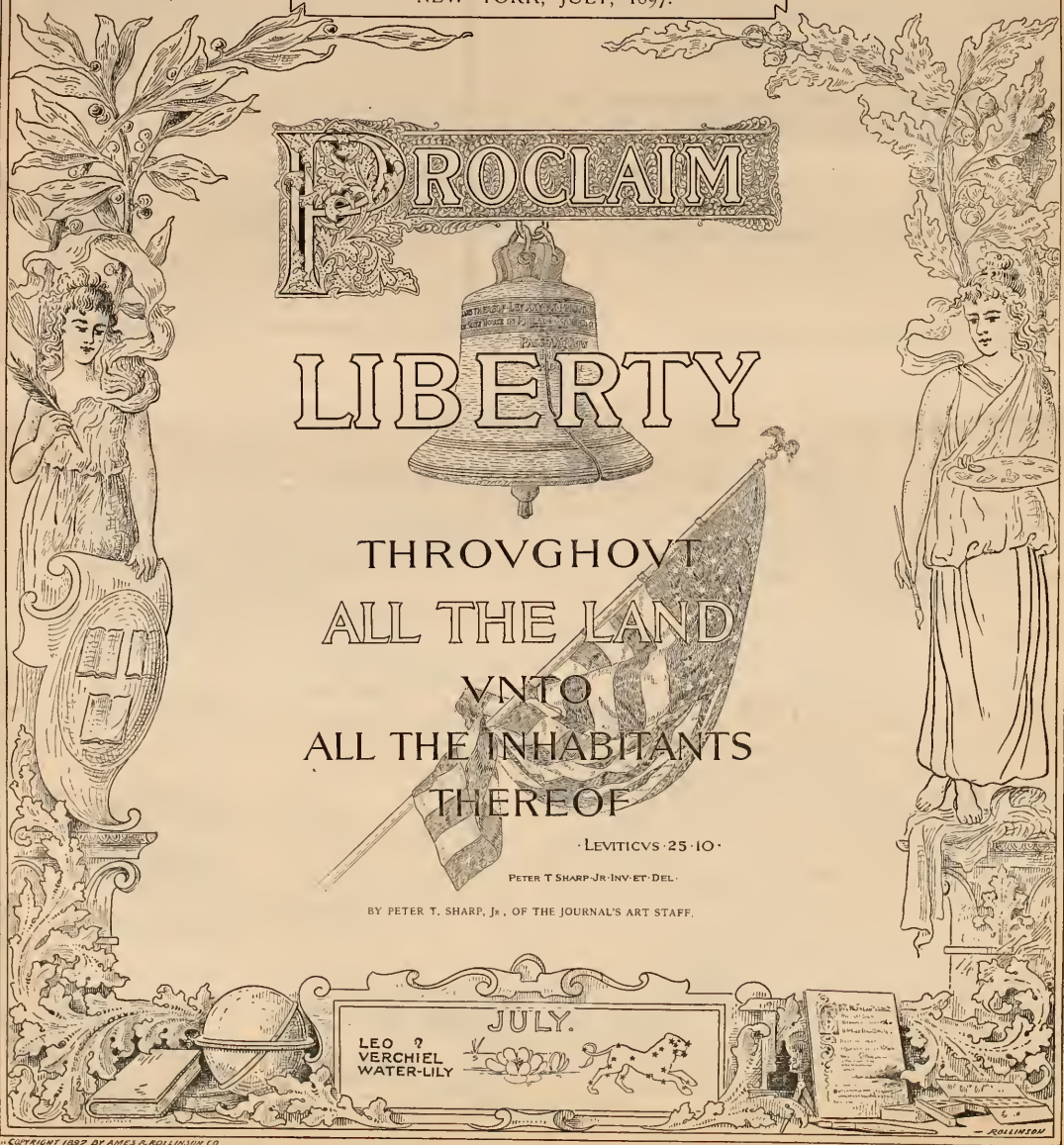
VOLUME 21. NUMBER 7.



BY PETER T. SHARP, JR., OF THE JOURNAL'S ART STAFF.

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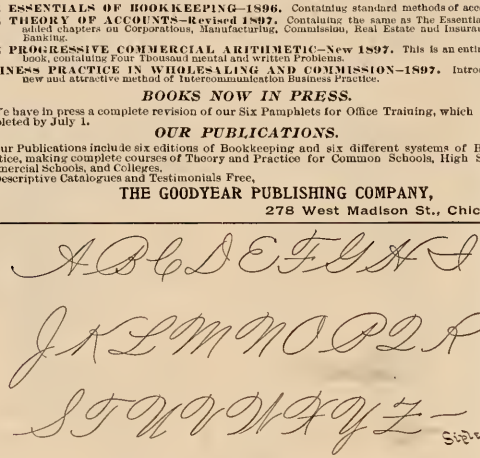

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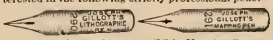

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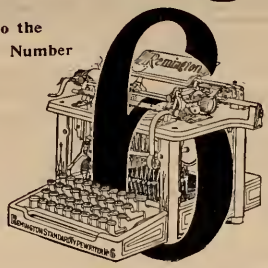

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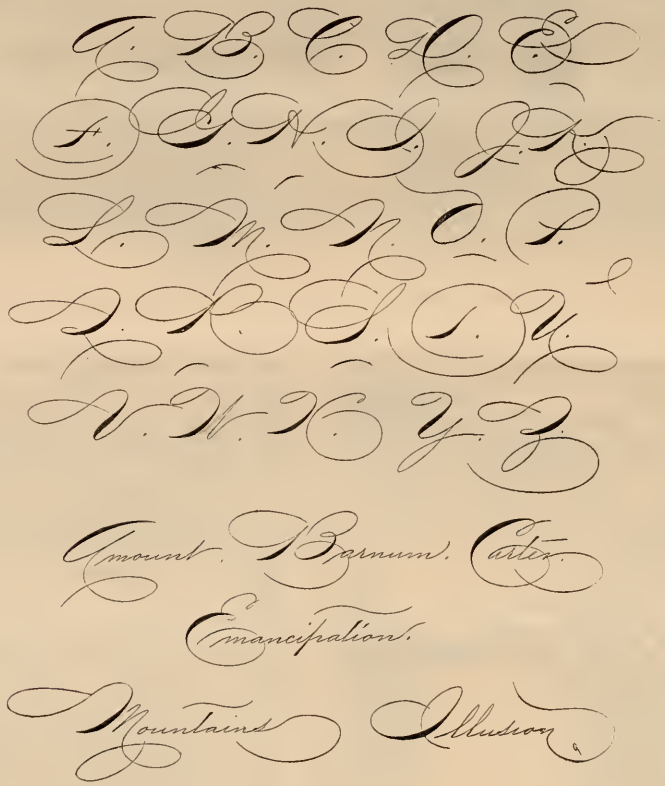
A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-In-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, JULY, 1897.

Twenty-first Year.

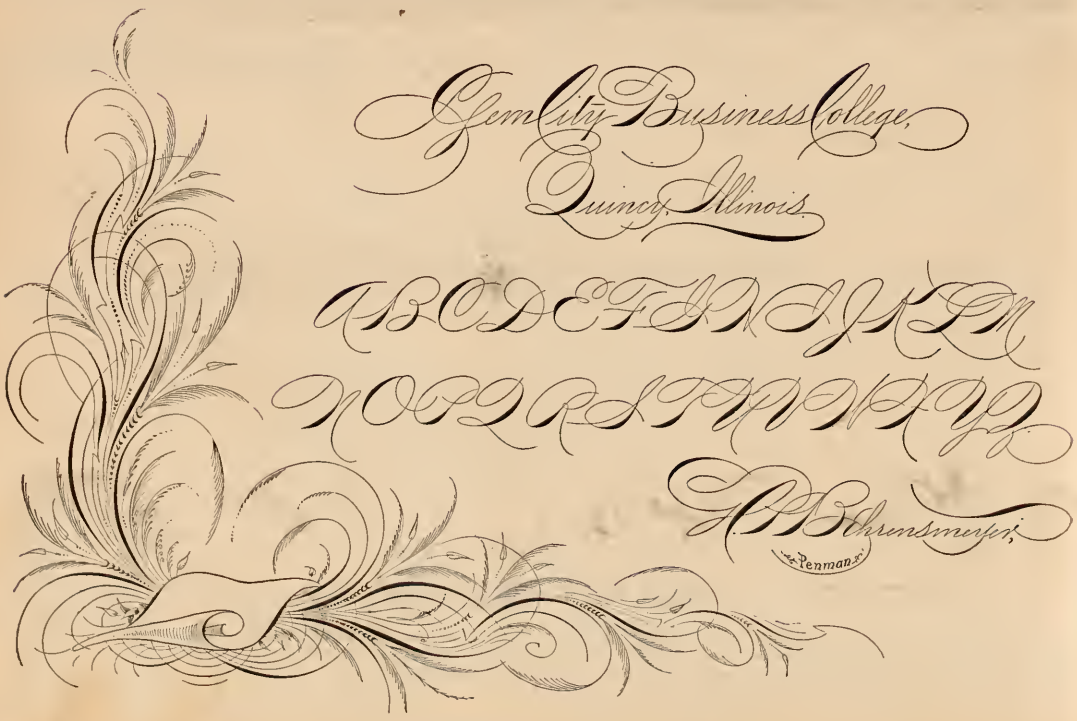


BY E. L. GLICK, GLOUCESTER, MASS., BUSINESS UNI.

VACATION PRACTICE.

This special cut vacation issue of The Journal is less than half the usual size, apart from advertisements. All the serial instruction and general features will be resumed next month. Our friends who are following The Journal's lessons are advised not to give up practice altogether during their vacation, but to put in half an hour or so each day in reviewing previous lessons.

THE DAY AFTER THE FOURTH. BY G. W. WALLACE, FAIR OAKS, CALIF



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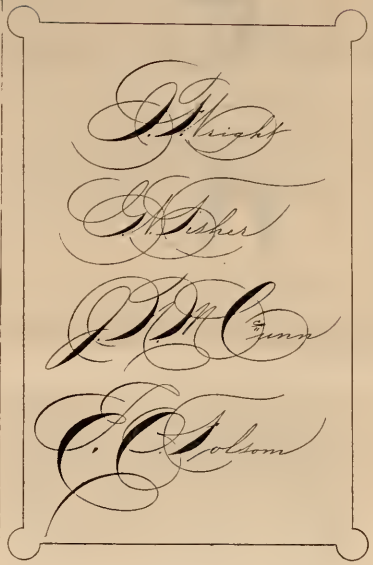
_____ Business Manager.

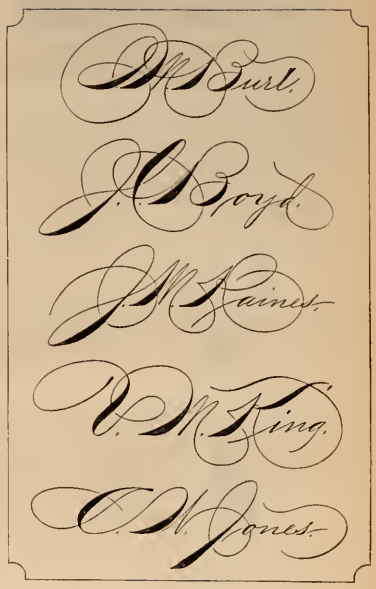
_____ President Board of Directors

BY JOHN F. BRILEY, OF THE JOURNAL'S ART STAFF.

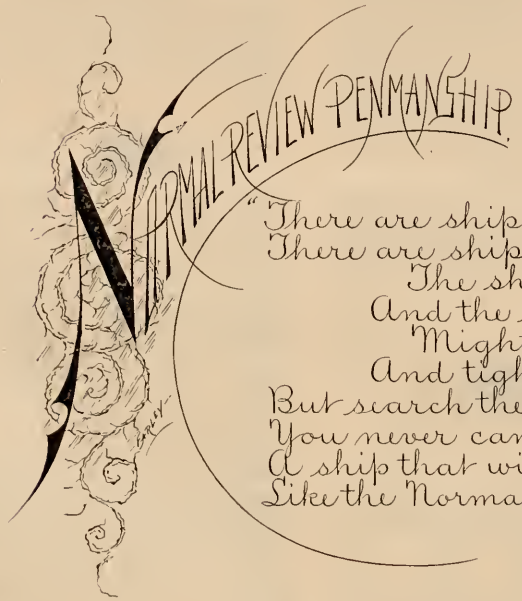
BY G. E CRANE, SANDUSKY, O., B. C.



BY E. O. FOLSOM, GREEN BAY, WIS., B. C.



BY C. W. JONES, WOONSOCKET, R. I., B. C.



BY D. H. FARLEY, TRENTON, N. J., JOINT AUTHOR OF NORMAL REVIEW PENMANSHIP.

SCHOOL AND PERSONAL.

— The following penmen and commercial school people have recently called at THE JOURNAL office :—C. B. Hall, Spencerian B. C., Yonkers, N. Y.; E. J. Shaw, North Adams, Mass., B. C. (on his way to Europe) ; E. A. C. Brockman of South Carolina, a late Zanerian graduate ; W. L. Starkey, Paterson, N. J., High School ; J. M. Olson, engrosser, Brooklyn, N. Y. ; A. R. Lewis, penman, 72 Seventh Ave., N. Y.

FIRST PRINCIPLES OF ART.

BY GEO. L. FUNNELL, BRIDGEPORT, CONN

1. IT'S EASY.

— W. C. Buckman, founder and for many years proprietor of the Alamo City B. C., is back with that school now in his old relation.

— Wilson & Williams have sold the Woonsocket, R. I., B. U. to C. W. Jones, a well-known penman.

— D. C. Tubbs reports that things are moving in fine shape at the Tubbs B. C., Emlenton, Pa.

— The editor of THE JOURNAL, who has been in San Francisco for some time in professional attendance upon the big Fair will case, delivered on June 28 a lecture before the California Academy of Science on "The Science of Hand-writing as Applied to Forgery and its Detection." The San Francisco press reports a large and select attendance.

— W. H. Matthews, principal Salem, O., B. C., reports a good school year, with excellent prospects for the next.

— The Augusta, Ga., *Chronicle* has words of praise for W. L. Smith, well known as a penman and writing teacher throughout various parts of the South. Mr. Smith is an old friend of THE JOURNAL.

— C. L. Willoughby has been doing first class work in the commercial department of Stephens College, Columbia, Mo.

— The Opera House at Dover, N. J., was taxed to its fullest capacity on the occasion of the Commencement exercises of the Dover B. C., held June 24.

— The Little Rock, Ark., C. C. was destroyed by fire on the evening of June 21. We are informed that there was very slight insurance, and that Proprietor M. A. Stone lost severely. We were also sorry to learn of the loss of personal effects by L. Madarasz, who was with the school as penman. The school will not reopen before September.

— The press of Mahanoy City, Pa., devotes a large space to an account of the commencement exercises of McCann's B. C., held June 29.

— There was a throng at the Grand Opera House, Wilmington, Del., on June 1, the occasion being the Eleventh Annual Commencement Exercises of the Goldey C. C. The élite of Wilmington were present in force. Ninety graduates received diplomas. Governor Tunnell presided, and there were stirring addresses by Rev. Dr. Talmage and Chief Justice Lore. This school unquestionably has the confidence and support of its community. Mr. Goldey is also very much interested in religious matters. We note that he was recently re-elected president of the Delaware State Sunday-school Association.

— It takes a big school to graduate 143. This is the report of the Heffley School of Commerce, Brooklyn. The exercises were held at Pratt Institute, June 19. A large audience attended.

— The Springfield, Mass., *Republican* devotes half a page to a description of the graduating exercises of Childs' Bus. School on June 25. Diplomas were awarded to a large class in both the commercial and shorthand departments.

— Col. Henry A. Thomas, postmaster at Boston, was the star speaker at the commencement of Childs' B. C., Worcester, Mass., June 24. Forty-four business graduates and eighteen shorthand graduates received diplomas.

2. OF COURSE YOU HAVE TO STUDY A LITTLE

Movements of the Teachers.

N. C. Brewster has returned to his old work as penman of the Elmira, N. Y., Coll. of Com.——L. M. Thornburgh leaves the Cedar Rapids B. C.——Clyde Jones has accepted a position with Stanley's B. C., Thomasville, Ga. ——A. C. Ives is back at his old place in the faculty of the Northern B. C., Watertown, N. Y.——A. Shaw goes from Lunnisville, N. Y., to teach at Becker's B. C., Worcester, Mass.——Wm. H. Ludwig has engaged to teach at the Oneonta, N. Y., B. C.——A. V. Feight has re-engaged with the Stockton, Cal., B. C.——Wilson's Modern B. C., Seattle, has secured the services of R. J. Bennett.——A. F. Wallace has given up his place as superintendent of the commercial department of the Grand Prairie Seminary, Onarga, Ill., to teach in the Pontiac Township High School.——G. A. Swayze has been re-elected commercial superintendent of Grove City, Pa., Coll. His work is highly commended by the local papers.——W. T. Eddingfield has joined the faculty of the Salt Lake City, Utah, B. C.

New Schools.

J. E. Gustus, for some years with the Augustana B. C., Rock Island, Ill., announces the Gustus Sch. of Bus., Moline, Ill. He is a teacher of great force.——The Buffalo, N. Y., Commercial and Electro Mechanical Inst. is a new school on our list. W. M. Wood, president ; J. M. Schillig, secretary.——J. Howard Baldwin has established the Baldwin Sch. of Bus. at Lockport, N. Y., and reports the prospects good. He was formerly connected with the Clark B. C. at that point.——The National Correspondence Inst., Washington, D. C., is making a specialty of commercial work in connection with civil service examinations. J. W. McKinley is manager.——The Office Training Sch. is located at 85 North High street, Columbus, O. Fred. Robinson, principal.——W. L. Howe, an old business college man, lately with the Gem City B. C., is now pushing matters on his own account at Howe's Short. and Bus. Sch., Quincy, Ill.——G. B. Mallery, an experienced business college man, announces the opening of a School of Business at Plains, Pa.——There is a new business school at Little Falls, N. Y., in charge of M. M. R. Canton.

Late Catalogues.

A handsome catalogue and several illustrated booklets come from the Richmond, Ind., B. C., O. E. Fulghum, proprietor.——From the Anderson, Ind., Sch. of Bus. we have a very neat and attractive little brochure.——The '97-'98 catalogue of the Gem City B. C. sparkles with engraved matter of a high quality, as usual.——A catalogue of nearly a hundred pages that has an elaborately engraved cover comes from the Omaha C. & B. C. ——The Goldey Wilmington, Delaware, C. C. is out with a fine prospectus.——Other attractive catalogues come from the McPherson, Kans., Coll. ; Fayette, O., Nor. Coll. ; State Normal Sch., Emporia, Kans.

We have received handsome engraved Commencement invitations from McCann's B. C., Mahanoy City, Pa. ; Curry Univ., Pittsburg, Pa. ; Patrick's B. C., York, Pa. ; Rowe Coll., Johnstown, Pa. Other attractive ones are from Morse's Hartford, Conn., B. C. ; Freeport, Ill., Coll. of Com. ; Commercial Department Rutland, Vt., English and Classical Inst. ; Actual B. C., Canton, O. ; Commercial Department Scio, O., Coll.

3. THERE'S REALLY MORE TO IT THAN YOU THINK AT FIRST

School Papers.

The *Business World*, from the Detroit B. U., is one of the brightest school publications that we have received. ——The *Penman and Artist*, from the Zanerian Coll., sparkles with good things for penmen.——The June issue of the *Spencerian College News*, Cleveland, O., is full of illustrations of the National Capital.——We have been receiving for many years *Heald's College Journal*, San Francisco, and always read it. We believe that this is one of the oldest continuously published commercial school papers in existence, if not the oldest.——*The Budget* is the bright official paper of the Sadler system, Baltimore.——In the latest issue of the Stanberry, Mo., *Normal Teacher* we have a very good glimpse of the numerous rooms in that large school.——Other bright school papers recently received are the Vincennes, Ind., *Business Educator*; Chestnutwood's *B. C. Journal*, Santa Cruz, Cal. ; *Journal of Education* (Hoffman B. U.), Milwaukee ; *Commercial Student* (Southern B. C.), Richmond, Va. ; *Business Educator*, Clinton Ia., B. C. ; *The Budget*, Salem, Mass., Com'l Sch. ; *Business University Journal*, Youngstown, O. ; *Business Collegian*, Shamokin, Pa., B. C. ; *College Exponent*, Stockton, Cal., B. C. ; *New Educator*, Canton, O., B. C. ; *Journal of Wood's N. Y. Sch. of Bus. and Shorthand* ; *Rocky Mountain Collegian*, State Agricultural Coll., Ft. Collins, Colo.

— The *New Standard Stenographer* is a prosperous looking monthly journal devoted to the interests of McKee's New Standard Shorthand. L. V. Patterson, Racine, Wis., is editor and publisher.

Hymeneal.

THE JOURNAL extends congratulations and hearty good wishes to its friends who have recently entered into the realms of bliss. These are, in accordance with our latest advices :

FRY—EYLES.

Mr. William Wilson Fry, principal of the Atlanta, Ga., B. C., and Miss Corabinn Melvinnie Eyles were married on July 7.

FISHER—MORTIMER.

Mr. Edmund H. Fisher, of the faculty of the Burdett College, Boston, and Miss Sarah Mortimer married June 28.

FEIGHT—MYLOTTE.

Mr. A. V. Feight of the Stockton, Cal., B. C., was united in matrimony with Miss Rita A. Mylotte at Oakland, Cal., on June 30.

Obituary.

EZEKIEL G. FOLSOM.

We have received brief announcement of the death of Mr. Ezekiel G. Folsom at his home at Penn Yan, N. Y., on June 16. The death occurred very suddenly from an apoplectic stroke. Mr. Folsom was one of the honored pioneers of business education. His name is familiar to every one engaged in that line of work. It is claimed in his behalf that he was instrumental in establishing the first American college, at Cleveland, O. This claim, we think, is not quite conceded, but it is an indisputable fact that Mr. Folsom was in the harness among the earliest workers in this line, and that he did most effective service. Many who subsequently became very prominent in the commercial teaching field received their instruction at his hand. This number included both Bryant and Stratton, founders of the celebrated business college chain to which they gave their joint names.

4. AND IT CONTINUES TO GROW THE FURTHER YOU GO.

Mr. Folsom was educated at Oberlin College, O. Later on he established and conducted for twenty years

a successful business college at Albany, N. Y. From this point he removed about twelve years ago to Penn Yan, where he built a handsome residence, which he occupied at the time of his death. He was seventy-five years old.

In addition to his school work Mr. Folsom was deeply interested in religious matters, and was an elder of the Presbyterian church. He is survived by a wife and daughter, and has two sisters living in Ohio.

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Professional.

W. L. Smith, Olive Branch, N. C.

Amateur.

J. A. Younggren, 3728 Second Ave., S., Minneapolis, Minn.
E. W. Anderson, Summitville, Tenn.
H. G. McNeil, Box 49, Sub. Sta. 3, Los Angeles, Cal.

— In response to the suggestion in the June JOURNAL, a number of our friends have sent us written combinations on the name of E. C. Grant. A few of the best will be selected and printed in an early issue.

— J. W. Hazlett, Mulberry, Ind., sends a well written letter enclosing capitals, both plain and ornate, all showing a good idea of form and a good control of the pen.

— We have a number of well written specimens from J. H. Ennis, Newport, Oregon.

— Signature combinations in fluent, graceful style come from G. H. Palmer, Spartanburg, S. C., B. C.

— A bird flourish and a number of script specimens are contributed by J. A. Elston, Canton, Mo. Another flourished design bears the signature of E. P. Ingelson, Luverne, Minn.

— E. W. Anderson, Summitville, Tenn., contributes some dashy script specimens.

Students' Specimens.

— A. W. Smith, penman of the Buffalo B. U., sends a batch of specimens representing the work of an entire class. Based upon these specimens, our judgment is that he is a very painstaking and conscientious teacher. One point that we particularly note is the great pains taken with spacing. The margins on a long page of writing are almost perfectly uniform in most of the specimens. Nothing contributes more largely to the neat and respectable appearance of a written page than this point, so often neglected by writing teachers. Among the students whose work is particularly worthy of mention are: Jos G. Luor, Margaret Rodenhoffer, Victoria Britz, Mamie T. Moschell.

— A number of specimens of script and lettering of students of the Heffley School of Commerce, Brooklyn, have been sent us by M. L. Miner, who has charge of the penmanship and commercial branches. Mr. Miner has been making a specialty of speed drills and submits duplicate specimens, six months apart, each marked with its time of execution. While the form is materially improved, in nearly all instances the most remarkable feature is the reduction of time consumed in the execution. In a number of the specimens this time is reduced from several minutes to less than one minute on the same copy. Mr. Miner is on the right track, and every writing teacher ought to pay particular attention to this detail. Among the students showing most remarkable gains are: Chas. Donovan, Jos. Curley, Mamie Reilly, J. H. Moore, Jos. Tighe, G. C. Halk, Wm. R. Haskins, Thos. Shells, Jacob Ryerson, Alfred L. Delreux.

— G. F. Atkinson, supervisor of writing, Wallingford, Conn., submits the work of one whole class. Mr. Atkinson is a hard worker and fully alive to the importance of the branch of which he has charge. The students in question are all young people. The best specimen of the lot is by May Bridgett, aged 12. Next in order come Harold Wilkins (12), May Allen (13). The greatest improvement is shown by Bertha Backes, Jessie C. Perkins and Frarary Hale. We trust the time will come when every city, town and village in the United States will have its own special supervisor of penmanship.

EDITOR'S CALENDAR.

OFFICE ROUTINE AND BOOKKEEPING. By Williams & Rogers, Rochester, N. Y.

Our contemporary, *Progress*, has the following, relating to the new Williams & Rogers business-teaching system:

This work, which appeared less than a month ago, has created a greater degree of interest and excited more favorable comment than any other work on the subject of bookkeeping that has appeared since Williams & Rogers' Complete Bookkeeping was published. A large number of sample outfits have been requested, and in nearly every case enthusiastically favorable comments were received by the publishers just as soon as opportunity was had for examining it. The most gratifying expressions that have been made consist in the orders for the work that are coming in every mail—second and third orders, too.

The proprietor of one of the largest and best schools in the country, who is always conservative, says, in sending his second order: "We are giving the Schwartz work a careful trial, and thus far are well pleased." Another, one of the most successful business college men in the country, says: "I like it! There is no question that you are the king of book-makers, and the original and unique features of this new venture indicate that you will continue to lead in the line of commercial publications."

Office Routine and Bookkeeping, with the additions to it of features of the Mail Package method, and Advanced Bookkeeping and Banking, as described in a circular recently issued, constitutes an exceptionally elastic, comprehensive, interesting, practical, easily inaugurated, and easily managed course of study.

LETTER WRITING. Practical Text-Book Co., publishers, Cleveland, O. Price 75 cents. Sample for introduction half price.

The need of a comprehensive text on letter writing has resulted in the preparation of this new book, just published. It reduces the important subject of correspondence to a method by which it may be systematically taught and satisfactory results secured; it gives illustrated instruction for the proper mechanical arrangement, advises what material to use, and teaches how to write all kinds of letters.

The following are headings of chapters: Letters; Materials; Heading, Introduction, Body, and Conclusion of Letters; Folding; Superscription; Stamp; Postal Information; Things to be Remembered in Dealing with Post Offices; Some Important Facts about Our Post Office System; Diction and Construction; The Right Word (comprising an extensive list of misused words); Capitals; Punctuation; Miscellaneous Hints; Letters of Introduction, Application, Credit, Recommendation, Enclosing Invoice, Acknowledging Receipt of Money, Ordering Goods, Enclosing Remittance; Public Letters; Letters of Congratulation; Letters of Condolence; Telegrams; Advertising; Notes and Cards; Wedding Invitations; Dinners; Parties; Acceptances and Regrets; Cards; Titles; Typewriting; Classification of Titles and Abbreviations; Forms of Address and Salutation; Exercises for Practice. The book is illustrated with elegantly engraved copper-plate script, giving numerous models for practice. A series of lessons in Letter Writing, on a novel and practical plan, is published for use with the text-book.

On to Albany!

RAMSDELL SCHOOL OF BUSINESS AND SHORTHAND,
MIDDLETOWN, N. Y., July 6, 1897.

PENMAN'S ART JOURNAL.

GENTLEMEN:—I have read with interest the various suggestions regarding an Eastern association of business college men, also the various statements regarding the action of the Regents.

It seems to me that so far the Regents have merely crippled us by their prohibitions, and that nothing has as yet been worked out so as to be available to help us either with our patrons or against unjust and dishonest competition. Why cannot we have a meeting of business school men at Albany, or some other convenient place, the first or second week in August, and work out this problem with the Regents, so that we may know what to work for and what to advertise?

Yours truly,

W. C. RAMSDELL.

Business College Troubles.

The following is from the Mauch Chunk, Pa., *Times* of recent date:

Yesterday morning Josiah Harlan had an attachment issued on the property of Wood's Business College. Mr. Harlan purchased a life scholarship for his son, paying cash. The school furniture was being removed yesterday morning, and Mr. Harlan came to the conclusion he had been duped, hence the writ of attachment. The principal, J. W. Quinlin, is at home in South Bethlehem.

The college was started about a year ago by G. W. Williams. The Wood people then purchased the institution, and a few months after the concern, to all intents and purposes, passed into the control of Mr. Quinlin. There were many scholarships sold, and the school was generally believed to be in a flourishing condition. It now transpires that quite a number of students have paid tuition for various periods, which they may probably never secure, not at Mauch Chunk at least. In a letter to the *Times* Mr. Quinlin says:

"I do not presume to be connected with the Mauch Chunk Business College in future. Presume the college will continue, but if so by E. M. Turner, as he is responsible for the scholarships sold, and presume he is man enough to adhere to them. I wish to state that I am in no way responsible for this, as I took the business in good faith, presuming, as it was represented to me, to be in a good condition and a bright future. I find this not so, and cannot adhere to a business which has been worked to death, and all the money taken out of it."

Public School Notes.

— W. L. Starkey, who had charge for several years of the commercial department of the Paterson, N. J., High School, has resigned that position to accept a similar one at Erasmus Hall High School, Brooklyn. Mr. Starkey is one of the best equipped, most conscientious, intelligent and successful commercial teachers of our acquaintance.

— P. B. S. Peters, the well-known penman and teacher of commercial branches, has resigned his place at Buena Vista Coll., Storm Lake, Ia., to accept a position with the New Manual Training High School at Kansas City, Mo. We note some very complimentary articles relating to Mr. Peters in the Buena Vista press, coupled with regrets at his departure.

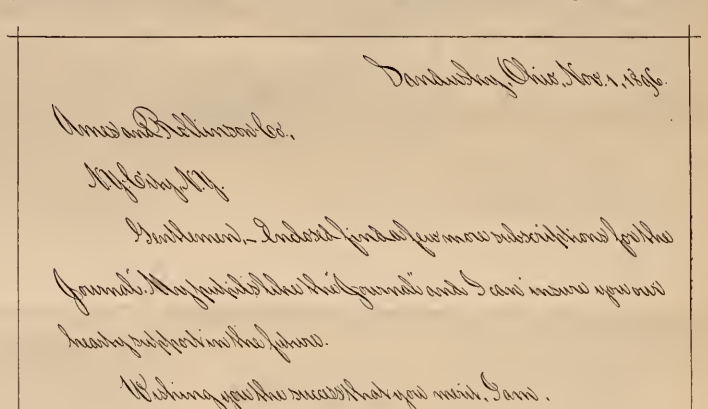
— Our old-young friend, J. O. Wise, has been re-engaged as writing supervisor at Akron, O. He is also putting in considerable time during the summer months in institute work, of which he is a past master.

— Penmanship, drawing and bookkeeping in the public schools of Shelbyville, Mo., will be in charge of S. C. Myers, beginning with the new school year.

— The Milwaukee Summer School of Pedagogy has been in session for some weeks with a large attendance. Among the eminent specialists included in the faculty are H. Champlin, supervisor of penmanship in the Cincinnati Public Schools.

— W. D. Chamberlain has been elected special teacher of writing, drawing and bookkeeping for the ensuing year in Ionia, Mich., Public Schools.

— H. G. Burtner, one of the smoothest writers of our acquaintance, has been re-elected teacher of penmanship in the Pittsburg, Pa., Central High School.



BY G. E. CRANE, SANDUSKY, O, B. C.

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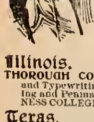

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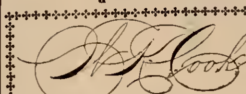

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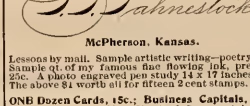

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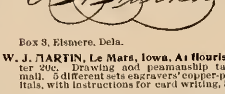

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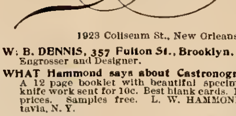

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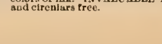

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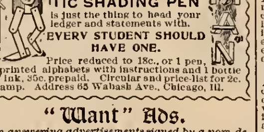
A. E. PARSONS, Creston, Iowa, Sticks to the good old text, which has been a helpful suggestion to thousands. LEARN TO WRITE YOUR NAME. Send me your name, written in full, and 25 cents, and I will send you one dozen or more ways of writing it, with instructions; or send me a 2-cent stamp, and I will send you, addressed in my own hand, price-list descriptive of lessons by mail, extended movements, tracing exercises, capitals, cards, flourishing, etc. P. S.—No postal cards need apply. 2-12

CHAFFEE'S SHORT-HAND SCHOOL. Practical in every particular. Mail instruction. **First Lesson Free.** Address **W. G. CHAFFEE. Oswego, N. Y.**

This is C. A. FAUST



THE AUTOMATIC SHADING PEN is just the thing to head your ledger and statements with. **EVERY STUDENT SHOULD HAVE ONE.** Price reduced to 18c., or 1 pen, 3 printed alphabets with instructions and 1 bottle of ink, 35c. prepaid. Circular and price-list for 2c. stamp. Address 65 Wabash Ave., Chicago, Ill.

"Want" Ads.

In answering advertisements signed by a nom-de-plume, delays and mistakes are avoided by sealing and stamping the replies ready for mailing and writing the nom-de-plume in a corner, then inclosing such sealed replies in an envelope addressed to The Penman's Art Journal, 202 Broadway, New York. Postage must be sent for forwarding Catalogues, Newspapers, Photographs, &c.

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places, are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

THE UNDERSIGNED, having decided to devote his entire time to the teaching of his specialty, penmanship, will be open for an engagement as supervisor of penmanship in public, private or normal schools. Any one desiring further information address L. M. THORNBURGH, Cedar Rapids, Iowa.

AN ALL ROUND commercial teacher, who also teaches all the common branches and penmanship, is open for engagement. Good common, business and normal school training. 17 years' teaching experience. Health excellent; age 34; unmarried. Familiar with Ellis system, and has taught nearly all text books. Moderate salary; ready Aug., 1897. Address "A. V. R.," care of PENMAN'S ART JOURNAL.

TEACHER of Eclectic Shorthand, pen art, and all branches taught in business and shorthand courses, is open for engagement. Good common and normal school education; 2 years' teaching experience. Familiar with Williams & Rogers, Packard's and Sadler's systems. Health good; age 25; unmarried. Good references. Moderate salary; ready now. Address "L. T. A.," care of PENMAN'S ART JOURNAL.

AN ENERGETIC TEACHER of book-keeping, commercial arithmetic, and penmanship, who can assist in English, history, geography, etc., is open for immediate engagement. Good high school and business college training. Familiar with Eastman's systems. Health excellent; unmarried. Moderate salary. Address "B. T. Y.," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, penmanship, banking and all the commercial and English branches is open for engagement. Good high school education and also attended several business colleges and Zanerian Art College; 5 years' teaching experience. Familiar with W. & R., Ellis and Sadler's systems. Health good; age 26; unmarried. Good references. Moderate salary. Address "M. C. J.," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, Eng. grammar, commercial law, arithmetic, correspondence, rapid calculation, civil government, business penmanship, etc., is open for engagement. Good common school and business college training. Familiar with Sadler-Rowe, Williams & Rogers, Maxwell's and Lockwood's systems. Health good; age 24; unmarried. Good references. Low salary; ready Sept. 1, 1897. Address "L. V. N.," care of PENMAN'S ART JOURNAL.

I TEACH penmanship, English branches, mathematics, and any branches included in a normal school course. Graduate of normal school; 2 years' teaching experience. Good health; age 20; unmarried. Good references. Moderate salary. Address "K. G. H.," care of PENMAN'S ART JOURNAL.

ORNAMENTAL and business penmanship, English and any of the common branches are my specialties. Graduate of common schools. Also attended normal school, Zanerian Art and commercial college; 5 years' teaching experience. Familiar with Eclectic and Indiana Educational Series. Health good; unmarried. Good references. Moderate salary; ready Sept. 1, 1897. Address "R. N. H.," care of PENMAN'S ART JOURNAL.

I TEACH Eclectic Shorthand, typewriting, book-keeping, pen art and all the English branches taught in the average high school; 2 years' teaching experience. Good common, high and normal school education. Familiar with all the leading systems. Health good; age 23; unmarried. Strong references. Moderate salary; ready now. Address "R. E. S.," care PENMAN'S ART JOURNAL.

GRADUATE of high school, with some experience in teaching, is open for engagement as teacher of Graham Shorthand, penmanship and telegraphy. Health good; height 5 ft. 9 in.; unmarried. Good references. Moderate salary; ready any time. Address "M. C. G.," care of PENMAN'S ART JOURNAL.

BOOK-KEEPING and penmanship are my specialties. Can teach commercial law, arithmetic, business letter writing, etc. Public school and business college training; 5 years' teaching experience. Familiar with B. & S., W. & R., Packard's and Fritch's systems. Health good; age 27; unmarried. Good references. Moderate salary; ready now. Address "O. M. A.," care of PENMAN'S ART JOURNAL.

A COMPETENT TEACHER of penmanship, Graham shorthand and commercial branches is open for engagement. High school and business college training; 7½ years' teaching experience. Familiar with W. & H., and Sadler's systems. Health good; age 35; unmarried. Good references; moderate salary. Address "I. M. R.," care of PENMAN'S ART JOURNAL.

TEACHER OF PENMANSHIP, commercial law, arithmetic, business forms, Gregg Light Line Short., civil government, etc., is open for engagement. 5 years' teaching experience, one of which he was principal. Graduated from State normal school and two commercial colleges. Familiar with Ellis, Sadler and Williams & Rogers systems. Health good; height 5 ft. 0¾ in.; unmarried. Good references. Will not go South. Fair salary. Address "R. Y. M.," care of PENMAN'S ART JOURNAL.

COMMERCIAL TEACHER is open for engagement. Nearly 10 years' teaching experience. Good common school and business college education, and teaches book-keeping, arithmetic, commercial law, etc. Familiar with W. & R. and Powers' systems. Health good; age 27; height 5 ft. 10 in.; weight 155; unmarried. Good references. Moderate salary; ready any time. Address "U. P. R.," care of PENMAN'S ART JOURNAL.

A STRONG TEACHER of mathematics and book-keeping, who also teaches grammar and correspondence, is open for immediate engagement. Good common school education, with three years' experience. Holds Canadian third class certificate. Familiar with W. & H. and Sadler's systems. Health good; age 24; height 5 ft. 10½ in.; unmarried. Good references. Low salary to begin. Address "F. I. N," care of PENMAN'S ART JOURNAL.

A TEACHER with 12 years' teaching experience who teaches actual business practice, commercial arithmetic, commercial law, correspondence, class drills in penmanship, Benn Pitman Shorthand, typewriting and all the common school branches, is open for engagement. Graduated from pen art department and has good common school, business and normal college training. Familiar with W & R., Ellis, Powers', Sadler's and all the leading systems. Health good; age 30; married. Good references. Fair salary. Address "G. A. L.," care of PENMAN'S ART JOURNAL.

SITUATION by No. 1 Business College Man.
JAMES A. MITCHELL, Lowder, Ill.
6-3.

TEACHER of Eclectic Shorthand and Typewriting, who can assist in penmanship and correspondence, is open for engagement. Has had good common school and bus. coll. education, with four years' experience as teacher in district school and seven months' teaching shorthand. Good references. Moderate salary; ready July 1. Address "H. E. Y," care of PENMAN'S ART JOURNAL.

A STRONG COM'L TEACHER and Penman is open for engagement. Pub. school, Normal and B. C. training; seven years' teaching experience and one yr. expert accounting; familiar with Sadler, Ellis, W. & R., Practical and other standard texts. Specialties are Accts., Arith., Rapid Cal., plain and ornamental Pen.; can teach all com'l Branches; good references; age 20; height 5-4; weight 132; fair salary; ready any time. Address "SAFEGUARD," care of PENMAN'S ART JOURNAL. 6-3.

GRADUATE of business university, bookkeeping and shorthand departments, is open for engagement as teacher of Munson Shorthand. Has taught bookkeeping, and could assist in mathematics as high as trigonometry inclusive. Over 6 years' teaching experience. Health good; age 28; height 5 ft. 9 in.; weight 150; unmarried. Good references. Moderate salary; ready any time. Address "W. B. J.," care of PENMAN'S ART JOURNAL.

COM'L GRADUATE, with 8 years' teaching experience, is open for engagement. Can teach bookkeep., com'l arith., algebra, geog., and any of the common school studies. Has a good common school education. Familiar with Bryant & Stratton's and Sadler's texts. Age 47; health good; weight 180; height 5 ft. 8 in.; married. Good references. Low salary; ready June 5, '97. Address "A. M. E.," care of PENMAN'S ART JOURNAL.

AN ALL ROUND commercial teacher, who can handle penmanship and English branches, is open for engagement. Good high school education. Several years' teaching experience. Familiar with W. & R. and Ellis systems. Health good; age 34, unmarried. Good references. Moderate salary; ready now. Address "M. R. C.," care of PENMAN'S ART JOURNAL.

TEACHER of penmanship, bookkeeping, arithmetic, commercial law, letter writing, etc., who can assist in Graham Shorthand and common branches, is open for engagement. 11 years' experience. Good common school, normal and business college education. Familiar with Musselman's, Bryant & Stratton's, Packard's and Atkinson's systems. Health good; age 32; unmarried. Good references. Moderate salary; ready Sept. 1, 1897. Address "M. A. E.," care of PENMAN'S ART JOURNAL.

TEACHER of Pernin Shorthand and typewriting, who can assist in bookkeeping and common branches, is open for engagement. Graduate of high school, commercial college and school of music. 2 years' teaching experience. Familiar with Ellis system. Good health; age 29; unmarried. Moderate salary; ready Sept. 1, 1897. Address "E. N. L.," care of PENMAN'S ART JOURNAL.

I TEACH Munson Shorthand and typewriting. Have good common school and business college education, with 5¼ years' teaching experience. Good health; age 28; unmarried. Good reference. Fair salary; ready now. Address "C. R. B.," care of PENMAN'S ART JOURNAL.

I HAVE had 8 years' teaching experience as teacher of Graham Shorthand, typewriting, penmanship, commercial and English branches. Normal, business and pedagogical training. Familiar with Williams & Rogers, Sadler, Ellis, Packard's, Powers' and Schwartz systems. Health first class; age 27; married. Strong references. Fair salary; ready Sept. 1, 1897. Address "W. S. G.," care of PENMAN'S ART JOURNAL.

GRAHAM and Benn Pitman Shorthand are my specialties. Can also teach bookkeeping. Graduate of high school, seminary and business college. 9 years' teaching experience. Age 27; unmarried. Good references. Moderate salary; ready in the Fall. Address "L. B. C.," care of PENMAN'S ART JOURNAL.

GRAHAM and Pitman Shorthand are my specialties, but can assist in bookkeeping. Received thorough classical English education. Perfect health; age 30. Good references. Moderate salary; ready Sept. 1897. Address "D. V. N.," care of PENMAN'S ART JOURNAL.

TEACHER of penmanship and engrossing, who can assist in bookkeeping, is open for engagement. High school education. Several months' teaching experience. Health good; height 5 ft. 8 in.; unmarried. Good references. Moderate salary; ready Aug. 1, 1897. Address "B. W. N.," care of PENMAN'S ART JOURNAL.

Teachers Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, Commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

Teachers Schools

Com'l, Penmanship, Shorthand and Drawing Teachers, etc., desiring better positions; and schools wanting first class teachers of any kind, are invited to correspond with the Equitable Teachers' Bureau. We can render you valuable assistance. Charges teachers half usual rates. Services free to schools.

W. T. PARKS, Mgr., Denver, Colo.

TEACHERS WANTED

We wish to engage a few teachers for special work during the summer months. We will pay **$60 per month** for three months. Those interested should make application at once.

ZIEGLER CO., Levant St., Philadelphia.

WANTED.—Experienced commercial teacher for principal. Address "SOUTHERN," care of PENMAN'S ART JOURNAL.

No More Teachers Wanted

for present enrollment in our Teachers' Bureau unless they are well educated and thoroughly equipped for their work. This does not necessarily mean that they must be experienced, but they must be entirely capable and able to furnish unexceptionable references. Our terms are the same to all. Explanatory circulars sent to all inquirers.

No Charge to School Proprietors

for putting them in the way of getting teachers. All we ask is: *Tell us just what you want.* If you want a teacher to invest money we are entitled to know that fact and expect to be fully informed.

PENMAN'S ART JOURNAL TEACHERS' BUREAU,
202 Broadway, New York.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

WANTED, for each state, teachers of bookkeeping who can invest in an established business $1000. A person of good business capacity can double his money each year and make a good salary. Address "D. I. T.," care PENMAN'S ART JOURNAL. 6-3

WANTED.—Commercial teacher to join in purchasing of a good school. Address "GOOD CHANCE," care PENMAN'S ART JOURNAL. 6-2

Fine California Fruit Farm to Exchange for Business College in the East.

In the heart of the choicest orange and olive belt in Southern California, twenty acres in bearing, fully improved. The finest variety of navel oranges and Spanish olives, with heavy crop now in sight for Christmas trade. For domestic use there are mandarins, pomegranates, peaches, prunes, grape fruit, lemons (enough of these to sell some), guavas, etc. There is a splendid opportunity to establish an olive oil mill in the neighborhood. Good water rights. Located on two railroads. Value $15,000. Will exchange for well-equipped business college in an eastern city. Address "POMONA," care PENMAN'S ART JOURNAL.

FOR SALE.—The good will and plates of a well advertised and widely used set of writing lessons. Copper plate engraving; thousands of dollars spent in advertising; international reputation. Reason for selling: conflicts with present business of owner. A good thing for a hustling advertiser. Address "WRITING LESSONS," care PENMAN'S ART JOURNAL.

Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2.50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

FOR SALE. A good school man can purchase a well established school in a town of 1800, good surroundings and no opposition, at the cost of equipment. Terms $200 cash and balance on easy payments. Graham Shorthand. Income last year $8000. No old scholarships to teach out. Present proprietor has other important business. Address "3422," care of PENMAN'S ART JOURNAL.

FOR SALE.—Interest in a Business College established ten years in a city of nearly 300,000 inhabitants. It can be shown to be an exceptionally rare chance for the right men. Both must be energetic and reliable. One must be competent to take charge of the Business Course or the Shorthand (Benn Pitman) Course; the other, to conduct the Penmanship Course. Give qualifications and experience. Address "A. B. C.," care of PENMAN'S ART JOURNAL. 6-3

ACTUAL BUSINESS COLLEGE FOR SALE.—Located in eastern Ohio. In existence since 1888. The past year its Best. Surrounding towns to draw from. Owner going South and will sell cheap for cash. References required. Address "GOOD BARGAIN," care PENMAN'S ART JOURNAL.

Special Bargain Ads.

Hundreds of school proprietors are contemplating more or less change in their books and equipments for the coming school year. Some are going out of business; others just going in. What A discards is often exactly what B wants. There are people who will buy any text book or apparatus, furniture, typewriter, stationery, etc. The point is to reach them.

THE JOURNAL covers the entire profession. In other words, by the use of its columns you may describe what you have to offer to practically All who would be interested in buying, provided it be something in the commercial school line. By way of an experiment we are going to offer, for a limited time, a special rate on Bargain ads., as described above, of three insertions for the regular price of one.

For $2.50, cash with the order, we will insert a Bargain advertisement in any space not exceeding ¾ of an inch, in three consecutive issues without change, beginning with the July number. These ads. do not apply to schools for sale or partners wanted or to any general advertising—only to such bargain and exchange goods as are described above. If desired, a nom de plume may be used and replies forwarded from this office. Money must accompany the order in every case.

FOR SALE.—Copies for sale. I have a few sets of *pen-written* copies including sets of Business Capitals and Ornamental Capitals valuable to private learners, which I will mail, postage prepaid, for 50c. C. C. LISTER, 2438 Crystal Ave., Baltimore, Md.

FOR SALE.—One new Odell Typewriter, $10, cost $20 and has never been used. Also one new Hall Typewriter, $15, cost $40 and has never been used. "TYPEWRITER," care PENMAN'S ART JOURNAL.

CLEANING HOUSE.—We have 40 copies of Farrian System of Penmanship, about 150 pp., cloth. Will send the lot by express for $5 cash. Also 40 copies of Farrian Arithmetic, at same price. Books mailed separately for 25 cents each. Taken for debt. No room to store them. Cash with order. PENMAN'S ART JOURNAL, 202 Broadway, New York.

Young People FREE: $20.00 IN GOLD, scholarship in Draughon's Practical Business College, Nashville, Tenn., or Texarkana, Texas, or scholarship in most any reputable business college or literary school in the U. S. can be secured by doing a little work at home for the Youth's Advocate, an illustrated semi-monthly journal. It is elevating in character, moral in tone, and especially interesting and profitable to young people but read with interest and profit by people of all ages. Sample copies sent free. Address Youth's Advocate Pub. Co., Nashville, Tenn. (Mention this paper when you write.)

USE Our Ledger & Linen Papers.
Sample Book Free. Crane Bros., Westfield, Mass.

N. E. A. at Milwaukee.
SEE OUR EXHIBIT THERE.
Agents Wanted for the
OXFORD ADJUSTABLE DESKS.
Manitowoc Seating Co., Manitowoc, Wis.

Forget-me-not Pens.

NO BETTER PENS MADE

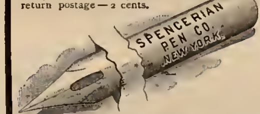
Five grades, one dollar per gross box. 36 assorted pens, 25 cents, or ten cents per dozen. Send all orders to

J. M. GALLOND, Accountant,
WATERBURY, CONN.

SPENCERIAN PENS

WRITE WELL WEAR LONG
ONCE TRIED ALWAYS USED

Samples sent on receipt of return postage — 2 cents.



ESTABLISHED 1860

Don't trust to luck if you want a teacher. The matter is far too important. Don't take a teacher just because you happen to know one who is out of a job and think he might do. This may increase your reputation for benevolence, but it is not calculated to help your school. Write us and tell us just what you want, and the chances are that we can put you immediately upon the track of a dozen that will afford you a good range of choice and result in your getting one that just fits your place. We shall not charge you a cent.—"The Journal's" Teachers' Bureau.

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12,	2⅛ x 3⅝	.80	1.50
13,	2¼ x 3⅞	.90	1.70
49,	2¼ x 3½	.80	1.50
51,	2⅝ x 3½	.90	1.70

All Cards sent Express Collect. Samples and Circulars. 4c. stamps.

WM. FREUND & SONS, 155 State St., Chicaga.

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IN FIVE IMPERIAL VOLUMES

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☞ **Giving History on all Topics in the Exact Words of the Historians Themselves.**

This work is a New Departure in Book Making, as **it fills a place hitherto wholly unoccupied.**

It gives History in the **very language** of its **best interpreters**, and within easy reach of the reader.

Its system of **Ready Reference** and **Cross Reference** is new and complete, and shows **History in its relations** as does no other work.

It also presents History in its **Literature**, hence in its **most attractive** form, and with its **sources clearly given.**

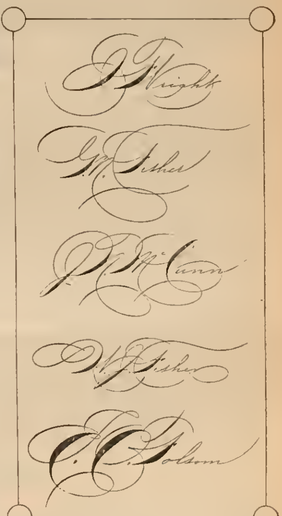
Quotations from **over five thousand** volumes make it equivalent, practically, to a library of very many volumes, or, as Bishop Vincent says, ***"puts the history of the world on a single shelf."***

It will answer **more questions** in History, **more authoritatively** with **greater excellence of literary expression**, and with a **greater economy of time**, than any other work in the world.

Sent carriage free to responsible subscribers on easy payments. Send for circular, giving full information.

SOLICITORS EMPLOYED.

The C. A. Nichols Co., Publishers,
0-2 ***Springfield, Mass.***



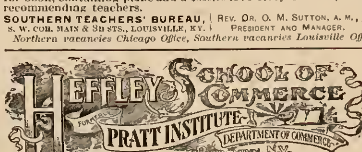
BY E. O. FOLSOM, GREEN BAY, WIS., B. C.

TEACHERS WANTED!

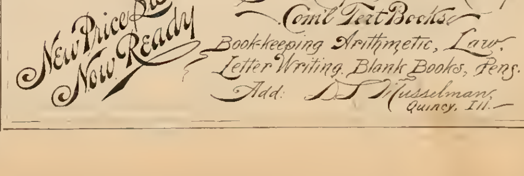
Over 4,000 vacancies—several times as many vacancies as members. Must have more members. Several plans; two plans give free registration; one plan GUARANTEES positions. 10 cents pays for book, containing plans and a $500.00 love story of College days. No charge to employers for recommending teachers.

SOUTHERN TEACHERS' BUREAU, S. W. COR. MAIN & 3D STS., LOUISVILLE, KY. | REV. DR. O. M. SUTTON, A. M., PRESIDENT AND MANAGER. | **SUTTON TEACHERS' BUREAU,** 69-71 DEARBORN ST., CHICAGO, ILL.

Northern vacancies Chicago Office, Southern vacancies Louisville Office. One fee registers in both offices.



All business subjects, stenography, typewriting, languages. Day and evening. Begin any time.



THE WRITING TEACHER.
TOLAND'S MONOGRAMS.

Two original works The WRITING TEACHER will give you more and better ideas of how to learn or teach writing, than any book published. Only 50 copies left. Purchase it and you will learn where a great many penmen got their "original ideas." Price $1. Monograms, 25c.

F. J. TOLAND, La Crosse, Wis.

GOOD BOOKS FOR TEACHERS,

And No Less Good for Students and Intelligent People Generally.

We know of no more profitable books for teachers, both for what they give in hints and instructions directly applicable to school work, and as supplementary aids on lines of literature, metaphysics, history, biography, etc., than the

HAND-BOOKS OF THE BOSTON HOME COLLEGE.

Did you know of this college? The idea that gave it birth was one of the most brilliant educational conceptions of our day—Chautauqua made more practical, brought nearer down to date, and in even closer touch with the best educational, scientific and literary thought of the day. Nevertheless, this brilliant scheme seems not to have succeeded financially—the history of many another really good enterprise.

What remains of the college now is a great mass of matter, rich in everything pertaining to literature and pedagogics. This has been carefully edited and published in book form.

There are a number of different books, uniform in size (about 5½ x 9—130 pages), printed from clean, new type on extra heavy paper throughout.

An idea of the contents of these volumes may be had from hastily summarizing the captions of two or three.

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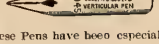
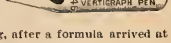


Verticular and Vertigraph.



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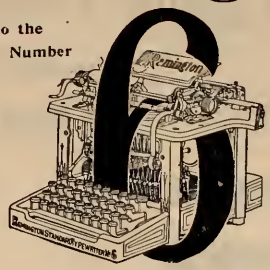

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Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Educations

D. T. Ames, Editor-In-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, AUGUST, 1897.

Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 7.

Large Writing.

In examining the many specimens sent me for criticism, it is a fact that a large number are written much too large for practical business purposes. The large arm movement used will account for this and shows that the small exercises have not received the attention that is due them.

After the foundation exercises—*i. e.*, the large exercises—are well under cultivation, the main effort should be made along the line of small exercises, and no better drill can be found for the development of these than the small compact exercises found in the February number of The Journal.

Compare your writing with that of the copies in these lessons, and if you find your work larger than these copies it is high time for you to practice diligently on small exercises. Do not be satisfied with a few hours' practice, but work until you can see considerable gain in the control over the movement.

Reversed Oval Principle.

In this lesson we introduce several capitals containing the reversed oval principle. You should practice upon this principle until you can make it with a free arm movement, and at the same time get the correct form before the capitals are attempted. Following the steps as shown in the first line, plate 21, will help those who have never used this form of the reversed oval. Use the count of 1—2 and write page after page, as it is of utmost importance that you learn to make this oval well in order to prepare the way for more difficult work.

The M, N, H, K and J.

We have taken up sufficient space in plate 21 to make the work so plain that but every little instruction will be needed.

In making the "M" be careful to make every part round at top. The same may be said of the "N." Count 1—2—3—4 for the "M" and 1—2—3 for the "N."

In finishing the "H," curve the first part of the last down line quite a little, and make the finishing loop rather large and tie both parts of the letter securely. Count 1—2—3—4.

A study of the last part of the "K" will reveal two compound curves and a small loop. Make loop one-half height of letter. Same count as for the "H."

Try to make the down stroke in the "J" nearly straight. Count 1—2—3 or one for each letter. Study proportions.

Practice word and sentence copies after each capital has been mastered.

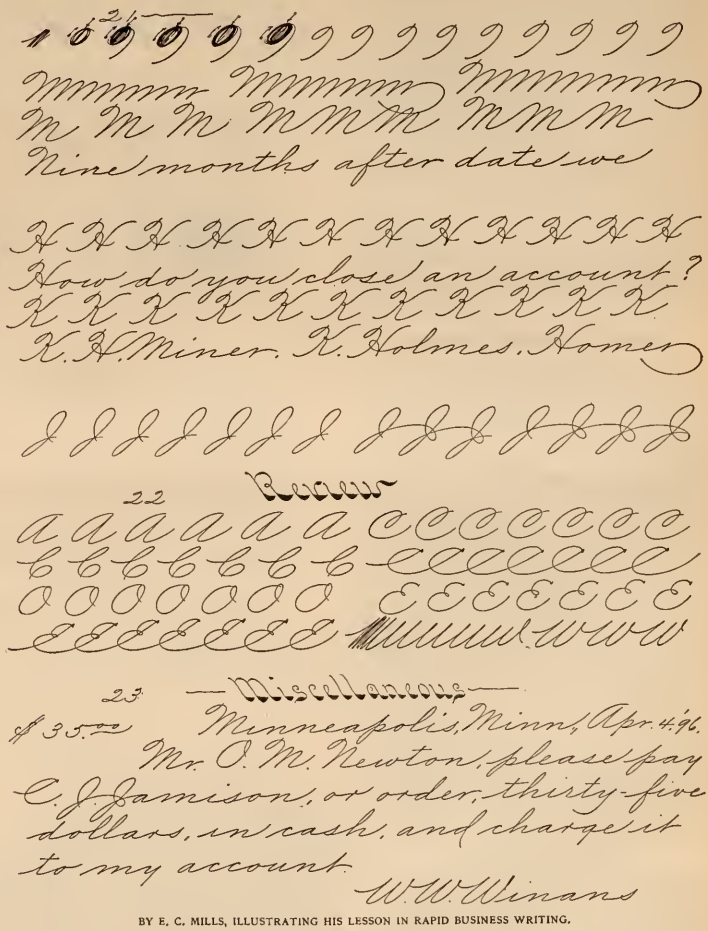
Review.

It should not be our aim to merely practice on new letters and exercises, but should drill and drill and drill upon those previously taken up. On plate 22 are grouped all the Direct Oval Capitals which were given in the first few lessons.

Some of our friends have an impatient desire to cover all the ground at once, and as a consequence do not acquire that degree of thoroughness that is necessary to the student who is disciplining the muscles of the arm to a new movement. There is more work in each lesson than can be properly digested by the average learner, and we must caution you again not to be impatient, but work the same copies and read the same instructions over and over again until you really make them your own.

Miscellaneous Work.

There are many who can make a word or a line appear to advantage, but when it comes to a page of miscellaneous work there is something lacking. The remedy for this is the practice of miscellaneous page work, and we hope our readers will write the work given in plate 23 over many times. There are no new capitals in this, and it will serve as an excellent copy for this class of work.



BY E. C. MILLS, ILLUSTRATING HIS LESSON IN RAPID BUSINESS WRITING.

Study the arrangement of your work and *be sure* to write with a free arm movement. Avoid every tendency to shade or flourish, and endeavor to cultivate neatness and order in all your practice work.

CRITICISMS.

"Determined," Portland, Ore.—You are gaining every week. It would be well if every student would seriously adopt your *nom de plume* and adhere to it as steadfastly as you have done. Since last lesson, "Determined" has sent me over 150 pages of free muscular movement work, and that sort of thing is bound to count.

T. H. D., Jersey City.—Loops too slanting; this can be corrected by curving upward stroke more. The 37 pages of work sent is appreciated.

J. H., Lawrence, Mass.—Close "o" at top and practice on both forms of the small "r" again. Read above criticism on loops.

Fred M. R., Rochester.—Foundation exercises very good. More practice on one-space letter word copies.

J. O. W., Goodstown, Canada.—Form of arranging specimens very good. Review the combination of the "W," and also the final "t." Watch compound curves.

Lillian H., Sacramento, Cal.—Loops too long; excellent figures. Small "m" and "n" most too angular at top. You are working from this course of lessons in just the right way.

Harry V. K., Succasunna.—Write name smaller. Read criticism for T. H. D., Jersey City. Your work is more systematic and I can notice a wonderful change in your writing. Work hard and send specienms every week.

Wm. M. S., Harrison St., Chicago.—I will guarantee you a fine business hand if you will continue the lessons as you have begun. Send all your pretice work and take advantage of every opportunity for practice.

J. C. T., E. Plymouth, O.—I would rather receive practice work every week. Your movement is free and easy. Try the compact ovals again, both large and small. Any medium coarse pen is good.

Geo. L. S., Dallas, Tex.—Address The Penmen's Art Journal if you desire back numbers of this paper.

J. P. D., Gunnison, Colo.—Finish figure 5 by connecting last line with first part of figure. Study each figure carefully. Try to make the oval exercises more compact.

L. McR., Salem, Va. J. L. G., Carbondale, Pa., and T. L. S., Bradford, Pa.—Shorten the loops, continue to practice on them and compare with copy often.

H. C., Dickens, Iowa—Endeavor to cultivate a light down stroke. Specimens sent show honest work. Continue practice on small exercises. Use mostly arm movement on small letters.

Jennie M. V., Deposit, N. Y.—Finish the final "e," "m," "h," etc., in a word with the up stroke. The last part of the "b" nearly touches the loop, almost forming the "f." The loops and the "t" and "d" are too long.

J. H., Asbury Park, and Napoleon, Duquesne, Pa.—Read criticism for L. McR., Salem, Va., about loops. Other work is excellent.

Mrs. Mary C., Binghamton, N. Y.—Yes, you may enter the contest if you wish. Begin with the Jan. lesson.

F. St. John, Hammond, Ind.—Your writing is too unsystematic to criticise here. Begin on the Jan. lesson, take up one copy at a time, read the instructions with care and then send me some of your best practice sheets.

B. G. T., Middletown, Conn.—If you wish to enter the contest now, work hard and send specimens every week. You have made a good beginning.

Gertrude D., Mesa, Colo.; C. J. E, Little Rock, Ark.; E. L. W., Salem, Ore.; F. J. L., Utica, N. Y.—The loop letters are indeed difficult, and we are not surprised when we find a number who need a little instruction regarding this principle. One of the main faults is in making first line too straight, but the most serious objection is in making the loop too long. Read criticism for L. McR., Salem, Va.

J. A. D., Norwich, Ct.—I can do but little for you until you practice on these very small exercises and tone the size of the writing down.

J. L. H., Portland Mills, Ind.—Gillott's Principality is entirely too fine for rapid business writing. The Falcon is a good pen to use, and a straight holder is better for this kind of work.

W. W., Montreal, Can.; R. L., Anderson, Ind.; A. J. M., Sacramento.—Please send more specimens for criticism, as I can scarcely get an idea of your work from the few lines sent.

J. A. P., Hika, Wis.—Review the "t" and also make a careful study of the "r" and "s."

W. H. R., Auburn, Pa.—Write smaller. Also drill upon the "O" and both styles of the "C." Send your work regularly.

E. C. MILLS.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

It is probable during your hours of practice there are times when you do not win or gain anything perceptible, and thus become so discouraged that you have but little desire to further your efforts in acquiring the ornamental style of writing. Permit me to say this is common to all who have or will have trodden the road to success, whatever be their vocation.

Knowledge and ability to master especially this class of penmanship is the same as in all other sciences and arts, and can be obtained only through persistent study and long time intelligent practice. Money is not the price. The improving of golden opportunities will help solve the problem. Give these lessons a few hours of your spare time daily, and see what you can do for yourself. It is possible for you to open up another avenue for a brighter future. "Don't give up the ship."

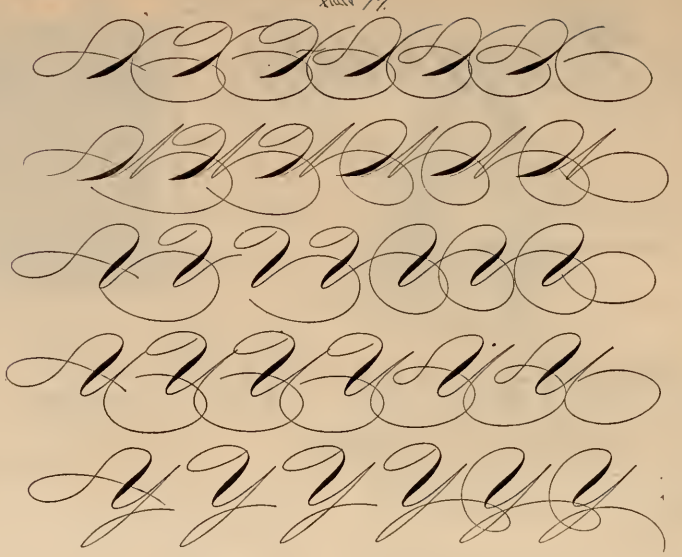
If you have thus far followed these lessons closely, you have constructed a foundation upon which you can easily build the superstructure without me wasting space in giving numerous styles of capitals and entering into details with the instruction.

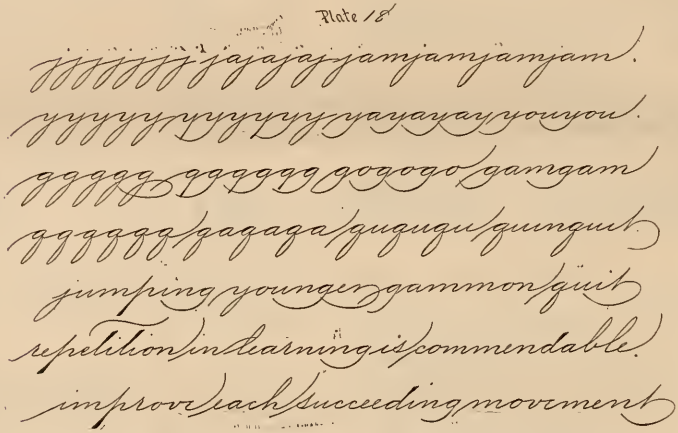
Take, for instance, the capital letter *W*, and see how many different *W*'s can be made by applying the different stems presented in the March number. Will not each stem give you a new letter? Do you not believe the learning and mastering of these principles, together with at least one form in capitals, are of very great importance? It will enable you to make numerous styles of capitals, from which you may then invent many beautiful combinations that are generally fascinating to the student. Is not this worth working for, even though we must "learn to labor and to wait?"

How to Overcome Difficulties.

When striving to overcome the many little defects which creep into your work from time to time, such as shading too light, too heavy, or a thousand other similar errors, extremes should be resorted to in order to accomplish the desired end. If, for instance, your letters are too large, go to the extreme and make them too small, afterward striking the happy medium, which should then vary but little, if any, from the mind's ideal. This ideal should be kept in predominance at all times during practice hours, that you may properly direct your efforts; without a clearly conceived form and proper conception of principles, your efforts are in vain, and it is impossible to produce a correct letter.

In practicing on the capitals this month, I ask all to be a little more modest in shading than shown by copies in previous lessons, as the one-third reduction made necessary by engraving did not reduce as much in this respect as anticipated. However, I consider this error a fortunate one, especially for our beginners, since the tendency is to shade too light. Resorting to the extreme reverse for a short time is about the only means by which this difficulty may be readily overcome.





BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

Regarding Small Letters.

Many of our students look upon the small letters as of minor importance, and think it only necessary to practice on them occasionally in order that they may learn to make them well. This is a mistaken idea, as they certainly require much more and closer attention than the capitals, and should be practiced on continually and systematically in order to gain accuracy. It is not supposed that you should be able to make them all to perfection, but you should be able to approach at least some uniform standard in height and slant, and make them reasonably accurate so as to look well in body writing.

Regarding size, I believe it preferable to make them too small rather than too large, providing the utmost precaution is used in getting the form as correctly as possible, for the ability to control the muscles in extremely small work will enable you to make them almost perfect when a trifle enlarged.

Practice on them first by making thousands of each in groups, then in words and afterwards in sentences. A few letters occasionally in the way of practice will be of but little assistance to you. There are only twenty-six letters; can you not learn to make them well? Warm weather should not prevent you from sending in your practice sheets regularly. Remember to address me care Indianapolis Business University.

Criticisms for August.

Earl, Greentown, Ind.—Movement good. Shade one-third as heavy on next work as on last. Be more careful in striking base line when making capital stems. Your shades on small letters are out of sight—I cannot find them.

Hugh, Chicago.—Glad to welcome you in our class. Regret you did not enter at an earlier date; but better late than not at all.

For ink, mix equal parts of Arnold's Japan and Arnold's fluid. Commence with first lessons and take them in their consecutive order.

Henry, Alma, La.—Give three hours to practice daily, if possible, with about two-thirds of that time to movement drills. Make work larger, and observe more closely. Send work regularly.

T. L. S., Bradford, Pa.—Your shading on stems is still too high. Keep work based on base line, and try tissue paper plan to point out your errors. Come again.

E. L. D., Omaha.—Do not make last part of capital *M* sharp at the top. Have downward strokes uniform in slant. Back bone of *W* stem should be more straight; other work good. Ninety per cent. on shaded ovals.

H. J. M., Louisville, Ky.—The shadings in *R*, *P*, and *F* stems begin too high. Shade lower half. Capitals *M* and *N* should end with flat oval in second position, and not in third.

W. H. R., Auburn, Pa.—Your movement is good, and your shaded ovals are among the best received. Flat ovals are a little small. Remember the long way should be parallel with the base line in forming stems. Shade a trifle on last downward strokes of small *m* and *n*. Come again; am much interested in your work.

Guy, Atlanta, Ga.—Your letters are made with grace, but must too saving with ink. Shade heavier on all your capitals. You have a fine start; keep moving.

W. S., Oregon, Ill.—Your grade in carelessness could be marked 100 per cent. Observe, think, act. To accomplish anything, you must have an aim in view. Place the copy before you and make your work as near like it as you can. Experience is a good teacher, and I predict for you a great career

A Good Handwriting What It Is and How To Get It A Symposium.

Questions.

1. (a) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)
(b) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position*, *speed*, *movement*, etc.)
2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
(a) Body.
(b) Hand and pen.
4. Name the best movement and give your reasons.

Respectfully,
PENMAN'S ART JOURNAL.

A Nebraska Normal Teacher Responds.

1. (a) Legibility, ease in execution, speed.
(b) Position, materials, perfect copies executed before the pupils, form and movement, speed.
2. Muscular or forearm movement, as used in writing, is the action of the forearm produced by being propelled by the muscles of the upper arm and shoulder, while the forearm rests on the desk just below the elbow with the first joint of the little finger, or the nails of the last two fingers, gliding on the paper.
3. (a) Front position The front edge of the chair about an inch from the edge of the desk. Sit well back in the chair, body inclined forward The spinal column should not bend between the hips and neck; body should not touch the desk; left arm should steady the body and only the weight of the right arm should rest on the desk. Sit easily and keep the feet flat on the floor.
(b) The hand should be kept in a natural position resting on the first joint of the little finger. The paper should be held in such a position as to admit of the lateral or gliding motion, so that one may glide easily across an eight-inch paper without sliding the arm on the desk. The pen should be held between the first and second fingers and the thumb, and should be dropped below the knuckle joint It should cross near the joint of the second finger with the point of the pen far enough from the end of the first finger to reach to the paper. This distance will vary according to the size of the hand.
4. It depends upon the slant of your writing, and the position of the paper. If we could agree on that point then it would be easy to determine. If by holding the paper so that you can move the hand from one edge of the paper to the other without sliding the arm on the desk, you slant your writing about forty degrees, a pure forearm movement can be employed If you slant your writing from forty-five to fifty degrees, a pure forearm movement can be used for all the letters except the loops above the line, which should be made with a combined movement. In any slant between fifty and ninety degrees a combined movement should be employed. But the paper can be so changed that one can use a muscular movement for any style and any slant of penmanship. (Even the vertical style is written by some with the slant movement without aid of the fingers.) I will not discuss vertical penmanship now, but I will say this, that if you want to write the vertical hand *rapidly* you must develop a different motion of the arm and *not* change the position of the paper. And if the proper movement is developed it can be written with a muscular movement, or by combined movement, if you are not trained sufficiently to use the forearm movement. For either style of penmanship the pure forearm movement is most difficult to acquire, but it is best if you can afford to spend the time to acquire it. My conclusion is that I believe a muscular movement is the best but most difficult to acquire, and a combined movement is good enough for the average writers and is probably the best to teach. For ornamental penmanship more finger movement is used than in business writing.

ALBERT BACKUS,
Lincoln Normal University, Lincoln, Neb.

DEVELOPMENT OF THE PENCIL.

Efforts of the Last Fifty Years to Improve this Ever Necessary Article.

There is evidently something wrong with the common lead pencil, or else inventors imagine that there is, for a great variety of new designs for making an ever-pointed pencil have been developed and put on the market within a short time, says the *New York Sun*.

For many years a lead pencil meant one of two things, either a stick of baked black lead and clay inclosed in a cover of wood, or a little cylinder of similar substance inserted in a handle which had a screw arrangement back of the lead to work the lead forward as it was used up. Of the wood-covered pencils there were a few grades for ordinary house and office use, artists' pencils, and big leaded flat pencils for carpenters. All of these were made in the same general way by laying a strip of lead in a groove in one side of a piece of wood, preferably cedar, gluing another piece of wood over it and then finishing the outside in an octagonal or oval form.

Everybody was supposed to carry a pocketknife, and a knife was needed every time a pencil had to have a new point. Women and others who did not like to soil their fingers by sharpening pencils carried the ever-pointed mechanical pencils, and for half a century or more no jeweler's stock was regarded as complete unless it had an assortment of these pencils in gold, pearl and many other precious and beautiful materials. Staff officers in the English and European armies wear such pencils to receipt orders; women use them in the ballroom, boudoir and drawing-room, and many a gentleman of the old school has his pencil always dangling on his watch chain, ready to use. For occasional use they are well enough, and probably will always hold a place.

The effort to make the use of the ordinary pencil easier began a generation ago, and one of the first inventions for that purpose was of the well remembered cone shaped pencil sharpener, holding a steel blade at one side, where a hole at one side to let out the shavings had been cut. While the blades were sharp they worked well enough, but this sharpness seldom lasted much beyond the time when the vender showed how nicely the sharpener worked. After that the sharpener would wring off the end of the lead every time just as the pencil seemed ready for use. Some years ago a noteworthy advance was made in mechanical pencils and the new pencil came into very general use. This was a pencil case not materially different in size from the wooden pencil, only not so long, which received a round lead about four inches long and as big as the lead in the wooden pencils. The lead was held by a split tube which was closed by being drawn into an inclined casing by a spring. The fault with this is that the lead is apt to be forced back if one presses hard upon it in writing, and again that if the tube be opened carelessly the lead falls out and is lost. A very ingenious improvement was made upon this, in which the lead was fed forward about one-fourth of an inch each time the spring was pressed and held from falling out at all times. This still had the fault that the lead would press back. Then another case was invented in which the lead is held from pressing back, but the feeding forward is not certain. Another pencil made to compete with the wooden ones in price carries a long movable lead, which is carried forward by a holder operated by a coarse screw thread cut in the outside of the wooden casing. These pencils have been selling on the street recently for three cents each.

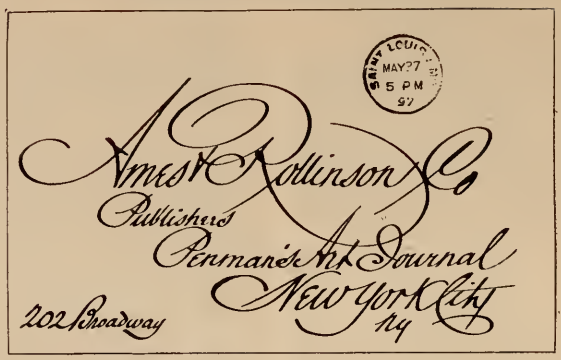
While the pencil case makers were busy the pencil makers were scheming also, and the result was that a little while ago one maker got out a pencil inclosed in paper. The paper is wound on in a spiral, and all that is needed to sharpen the pencil is to loosen the end of the paper and unroll a spiral or two of it disclosing the lead. The wooden pencil makers were beaten for a time, but now one of them, the Eagle Pencil Co., have gone the paper pencil makers one better; they make their casing of wood, cut into a spiral like the paper one. The wood can be torn off with the fingers. On the other end of the pencil from the point is a metal ferrule in which a rubber is set. You take this ferrule off when you have exposed a new bit of lead, and inside you find a spiral sharpener to bring the lead to a point.

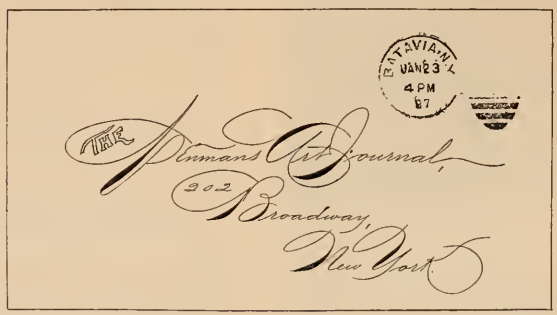
College Graduates in Front.

One-half of one per cent. of the population of the United States are college graduates. From this comparatively small number are drawn 46 per cent. of the United States Representatives, 54 per cent. of the United States Senators, 62 per cent. of the Vice-Presidents, 70 per cent. of the Speakers of the House and 90 per cent. of the Chief Justices.—*The Nebraska Wesleyan.*

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)





THE FIRST TWO SUPERSCRIPTIONS ABOVE ARE BY TWO OF THE "VETS." OF OUR PROFESSION—"OLD BOYS" WHOSE PROFESSIONAL CAREER, TOGETHER WITH THAT OF THE JOURNAL'S EDITOR, DATES BACK A THIRD OF A CENTURY OR THEREABOUTS. THE FIRST IS F. W. H. WIESEHAHN, ST. LOUIS; THE SECOND, H. W. KIBBE, BOSTON. THE THIRD SUPERSCRIPTION IS FROM THE PEN OF THAT CLEVER PENMAN, L. W. HAMMOND, BATAVIA, N. Y.

Penmanship and Drawing For Public and Graded Schools.

For the New School Year.

Our friends who are engaged in public school work have been enjoying their vacations for the past month or so, recuperating for the duties of the new school year, which opens next month. Our esteemed contemporaries of the general educational press improve this occasion to elide two issues out of the twelve, in order to catch their breath for the new work. THE JOURNAL prefers to give twelve numbers to the year, but in view of the fact stated it was thought best to omit from the July and August issues most of the serial instruction features. We have been at work on a new programme for the public school department, and can promise a larger return than has ever been given. More definite announcements will appear in the next issue.

Who First Reduced Copybook Writing to a Scale of Thirds?

Many years ago in discussing writing with the late Levi S. Fulton he remarked to me: "I will make a handsome present to any one who will prove that any one advocated and published anything reducing all letters, large and small, to a scale of thirds previous to the publication of my books and charts" (in 1847). I accepted his statement as true, and have since been on the lookout for any conflicting claims well founded. I have recently taken the time and more fully investigated his claim, and believe his statement then made to be correct.

Not only that, but he also was among the first of the authors of the last half century to successfully make and use a set of wall charts for school room use; the first of modern authors to write a good text book for teachers and pupils; the first to teach slope and spacing by the use of slanting lines in his copybooks.

Having said so much as to claims, which I think I can prove, let us hear what he says in his introduction in the "Key:"

"A further advantage which the author flatters himself his system has over others is found in a series of charts. By means of these charts, and the writing books, so ruled that the length, width, slope and curve of the letters are easily determined by the pupil, the teacher is entirely relieved from the labor of setting copies, and is enabled to give uniform instruction to a large class at the same time."

I copy a portion of two recommendations of the charts showing the esteem in which they were held at that date:

"These charts must impress the pupil almost involuntarily with the leading forms and principles of chirography. They bear a similar relation to penmanship that outline maps do to geography or phonological or astronomical charts to those departments."

E. G. STORKE,
County Supt. Cayuga Co.

AUBURN, October 6, 1846.

"The Chirographic Charts, upon which are drawn in large size the different letters and parts of letters of the alphabet, proportioned according to the rules laid down by the author for the formation of each letter, and which when suspended can be seen from all parts of a school room of ordinary size, we regard as an especial improvement upon and advantage over other modes of teaching this art."

A. L. BEAUMONT, ELI JOHNSON, DEWITT PARSHALL, } Trustees Union School, Lyons, N. Y.

LYONS, N. Y., April 5, 1847.

The Key to Fulton's Chirographic Charts has this to say on its title page:

"Key to Fulton's Chirographic Charts, containing directions for the position of the desk and manner of holding the pen; also for the exact forms and proportions of letters, with rules for their execution. By Levi S. Fulton. New York: Published by A. S. Barnes & Co., 51 John St. 1847. Cincinnati: Derby, Bradley & Co." The book is bound in cloth and contains 58 pages, divided as follows: A folding miniature map of the eight charts opposite to the title page. "Introduction," 7 pages. "To Teachers," 3 pages, divided into nine paragraphs. "Principles of Penmanship," 46 pages, divided into eight chapters: Chapter I. Directions to the pupil—1, Position at the desk; 2, Manner of holding the pen; 3, Movements. Chapter II. Primary exercises (Chart No. 1). Chapter III. The scale. Chapter IV. Elementary principles (Chart No. 2); capitals. The eight principles of capitals. Chapter V. Small letters. Six principles of small letters. Chapter VI. Elementary principles combined; small letters (Chart No. 3). Chapter VII. Elementary principles combined; capitals (Chart No. 5). Chapter VIII. General directions—first, as to capitals; second, as to small letters. Supplementary, two pages full line printed copies alphabetically arranged. In addition to the above, questions at the foot of each page are given on the subject matter of the chapter.

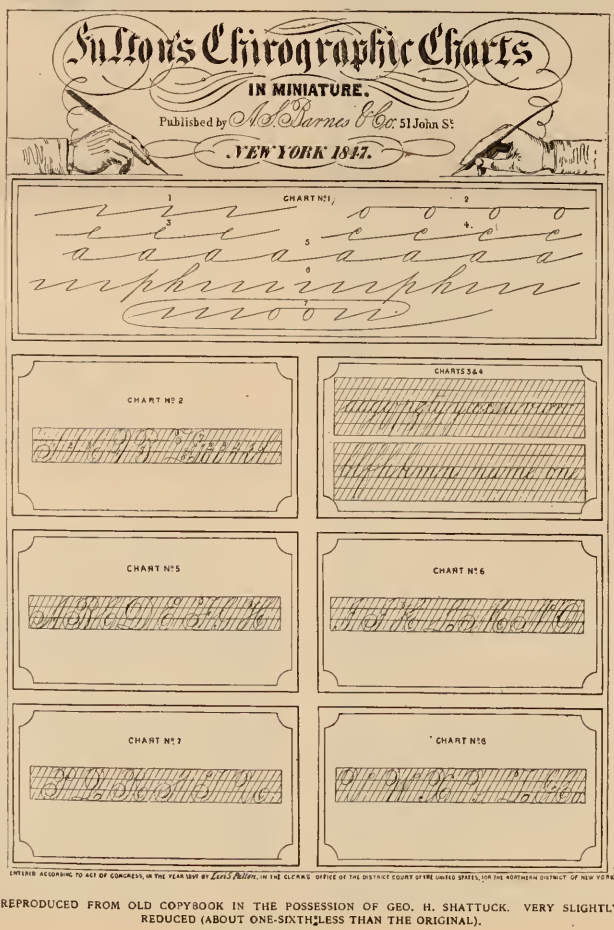
It seems to me here is a pretty good text book, better in one respect, its brevity, than many later and more pretentious works. Let us now examine the charts more in detail. Chart No. 1 contains movement exercises almost identical with those now used by the most enthusiastic advocates of movement exercises, some of whom seem to think that movement exercises are coeval with their own existence. Chart No. 2, the eight principles of capital letters and the six principles of the small letters. Charts 3 and 4, the small letters. Before describing these charts let us turn to Chapter 3 of the Key and read the description of "The Scale:" "Writing should be practiced on a scale composed of five equal horizontal spaces, with lines crossing these at equal distances and at an angle of 30 degrees (from the vertical), making the oblique spaces half the width of the horizontal. The object of this scale is to show the relative proportions of the letters. The horizontal spaces regulate the length of the letters and the oblique spaces the breadth and slope of the letters. The center space is called the first, the next above the second, the upper the third. The next below the center space is called the first, the bottom space the second. The short letters a, n, m, etc., occupy the middle space; the capitals the three upper spaces." Returning to the charts, we find all the capitals made within the three spaces. The J, Y and Z do not extend below the line, as now written. The thirteen short letters occupy the middle space; t, d and p occupy the middle space and the space above; p, q and z extend one and one-half spaces below the middle space; l, b, h, k and f extend two spaces above the middle space; j, y, g and f extend two spaces below the middle space. I think there has been no work since Fulton published his works in 1847 that more definitely describes the division of letters, large and small, by thirds, than is given here, or a more complete set of school room writing charts. Whether the letters were black on a white ground, as the writing in the books would be, or white on a black ground, to represent blackboard writing, is a matter of little consequence.

I have three of the four copybooks published by Fulton in which to practice writing as exemplified by him in his charts and the accompanying Key.

No. 1 has the scale printed in blue over the entire page, the horizontal spaces ½ inch high, the slanting lines ½ inch apart; another book, not numbered, but from the description I judge to be No. 3, has the scale reduced to ¼ inch for horizontal spaces, 1-16 for oblique spaces. The scale and oblique lines are given on the left hand page; the right hand page has the scale with the slant lines omitted. *I believe I have proved conclusively what I undertook, and what I believe to be facts not to be controverted, that as early as 1847 Levi S. Fulton originated and demonstrated, as clearly as has ever been done since, the division and measurement of capitals and small letters by a scale of thirds; that he made and used successfully a set of wall charts; that he wrote a manual of penmanship that contained all the essentials of penmanship so plainly described as to be entirely within the comprehension of the average teacher and pupil; that he successfully taught slope by the introduction of slanting lines printed on the page where the pupils were to write, and also by these same lines taught the breadth of the letters.*

How much of value attaches to these points I leave the readers of THE JOURNAL and penmen at large to judge; but as Levi S. Fulton has been gathered to his fathers, whatever of value in penmanship that clearly belongs to his pioneer work should be generously accorded to him by his fellow-craftsmen of a later generation, and I hereby add this tribute to his memory, and shall hold fast to all the points as herein stated until some one brings stronger proof than his *ipse dixit* to convince me that Levi S. Fulton is not entitled to all the credit I have herein claimed for him.

MEDINA, N. Y. GEO. H. SHATTUCK.



REPRODUCED FROM OLD COPYBOOK IN THE POSSESSION OF GEO. H. SHATTUCK. VERY SLIGHTLY REDUCED (ABOUT ONE-SIXTH LESS THAN THE ORIGINAL).

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP
NEW HAVEN, CONN.

[NOTE BY THE EDITOR.—We reprinted in the JUNE JOURNAL, News Edition, the first three lessons of Mr. Harry Houston's series, condensed as to text but with all the cuts. Lessons numbers 4 and 5 are reproduced in the News Supplement of the issue. This was done at the request of many teachers who missed some of the earlier issues and were unable to secure them, as the editions were soon exhausted.]

No. 7.

The work for the fifth and sixth years is a continuance of that outlined in the previous article. If the changes that were suggested for the fourth grade have been completed the work for the next year will be pretty well started.

If pupils write on single ruled paper and with some freedom, their individuality will begin to be expressed in their writing. Under certain limitations this is right and should be encouraged. It is certainly a mistake to think that all pupils in grammar grades should write alike or hold their pens alike. Where this is done the writing is apt to deteriorate rapidly when pupils leave school or advance to a grade where no special instruction in penmanship is given.

We should be careful that we do not have a very narrow idea of what good writing is. The time was when teachers were not apt to call writing good unless the slant, shade and form conformed closely to some certain system. Fortunately we are getting rid of these ideas, and are beginning to see that writing may vary considerably in form and slant and still be called good. Writing ought to be called good if it is easily read and easily written. We are beginning to see that slant is largely a matter of individuality. One of the mistakes that is likely to be made in teaching vertical writing in the grammar grades is in insisting that it all should be vertical. This would be getting into the slant rut which vertical writing has pulled us out of. So long as the writing does not vary enough from the vertical to affect the legibility, it should be allowed, if, by so doing, the writer can write with greater ease and rapidity.

There is another side to this question, and, of course, there should be a limit to the variations which pupils should be allowed to make. To determine whether the changes each individual pupil is inclined to make are best requires very good judgment. Pupils certainly should not be allowed to change their writing as often as their fancy dictates. If not controlled they are apt to try different styles, and often adopt complicated and illegible forms. Some teachers try to excuse poor writing by saying they like to see character expressed in the writing. If our aim in teaching is to make character, the discipline which can be obtained from careful training in writing should not be lost sight of.

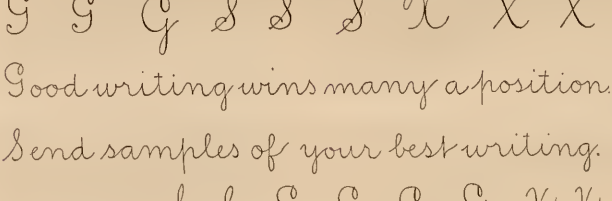
It will be seen that there is danger of erring on either side of this question. If too strict, we are apt to make machines of pupils so they will all write alike. If too lenient, poor writing and careless habits will result. The standard should be pretty closely followed up to the fifth year, and then allow changes only when certain it is an easier and at the same time as legible a style.

Although what has been said in regard to establishing an individual hand applies more to the work for seventh and eighth grades, it should not be entirely overlooked in grades below, and hence it was placed in this article.

Endeavor to secure greater rapidity in these grades. Constant and careful repetition will accomplish this. Drills upon letters and words should constitute a part of every lesson. As no guide lines are to be used considerable attention should be paid to the uniform hight of letters. Although the writing need not be absolutely vertical the slant should be uniform.

The most common mistake in making S is in making both upward and downward strokes too straight. The upward stroke is curved more and in a more upright position than in the slanting S. The downward stroke should be curved still more in order to make a properly balanced letter. Notice the effect of not carrying out these suggestions in the incorrect forms. Finish the letter the same as T, F, and I.

There are a number of different styles of G used in vertical writing, but there is some uncertainty as to which is the best form. It is often difficult to decide such a question, as we are apt to think the one we are in the habit of making is the best. In the styles given the upper part is like the C. Finish this upper part directly under the starting point. This is important, as will be seen by reference to the incorrect forms. In finishing the first style make the lower part just as broad as the upper. The second style is a little easier for young children to make.



BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON.

Vertical Writing in Primary Grades.

(Paper read before Writing and Drawing Teachers' Association, Chicago, December 28, 1898. By O. J. Milliken, Fallon School, Chicago.)

It is rather embarrassing to be placed in the shoes of so large a man as advertised on your programmes, and be expected to fill the same or disappoint you in the attempt; however, if you will bear with me for a few minutes I will rattle around in the shoes and possibly strike a sensitive or sensible point of contact.

I corresponded with one of your officers and found that I was expected to enlighten you upon the workings and progress of the vertical writing movement in the Primary grades in the Chicago Public Schools.

With this end in view I sent circular letters to twenty representative Principals in various parts of the city, asking them to give an expression as to the merits and defects, difficulties and advantages of vertical writing as experienced in their schools. As suggestive questions I proposed the following:

1. Is the vertical writing system better than the slanting, and why?
2. Wouldn't it be better to allow children to write any way they wish provided they write hygienically?
3. Should beginners be compelled to write between the lines?
4. Why do we find better penmanship in the Primary than the Grammar grades?
5. What difficulties do your teachers encounter with the present system?

The opinions of all being so similar, I have summarized them and submit the result.

The vertical writing is much better than the slant because it is more legible, better for the eyes, easier taught, more quickly learned, requires less space, necessitates a more healthful position of the body, is nearer like print, and it makes good writers out of poor ones.

It was agreed that one child might take more naturally to a slight slant in writing than to an absolute vertical, and in such cases it would not be advisable to spend too much time in attempting to change it, but if children were allowed from the beginning to write as they wished within the limits of a proper position, vertical or nearly vertical writing would inevitably follow. However, while *freedom* is what we want, it is the *freedom* that comes through self control. This control can come as we work toward the realization of an end. If the child is to do just what he pleases, without reference to any standard, we shall get the *freedom of indifference*—what we do not want and can't afford to get.

The answers to the question "Why do we find better writing in the Primary than the Grammar grades?" brought out quite a variety of opinions. Three out of the twenty declared that this was not true, but if such was the case it was due to the fact that the teacher allowed it and it should not be so. The others lamentably intimated that it was true in the main, and said it was because the beginners write more slowly and make writing not a means but an end. They write with no thought, while the Grammar grades think faster than they can write.

One said that the habit of writing well was not sufficiently fixed in the Primary grades to enable the upper grades to write well without special conscious effort. There is so much more writing to be done in the latter than the former that haste is necessary, consequently careless writing. A Principal whose writing was not the most legible insisted that when men became *great* in any line of work they ceased to be good penmen.

It was pretty generally agreed that beginners should not be compelled to write between lines, but they should be taught on unruled paper.

The principal difficulties encountered were the form, size and height of the desks. A desk made for a five-foot boy, when used by a four-foot boy resolved itself into a serious difficulty. The tops of the desks lacked sufficient space to permit a child to take a proper position. Rapidity, or rather lack of rapidity, was another serious defect, and teachers, not all of them have learned the system themselves, they haven't an ideal or standard of what good vertical writing is except such as they find in copybooks.

One letter is so near to the general trend of all, I will read it *verbatim*.

"MY DEAR MR. MILLIKEN:—Vertical writing is better than slanting, easier made and more legible. I wouldn't allow children to write as they wish, but have a standard which they may depart from. We have better penmanship in the Primary grades as a rule than in the Grammar grades, because the children are overtrained when their muscles are immature, which prevents excellence in succeeding years. The greatest difficulty that teachers encounter in using the present vertical system is its elaborateness. The characters are just as hard to *draw* as the old Spencerian characters. The remedy is to supply them with a simpler alphabet. Another difficulty which they encounter is their own prejudice, especially among those who have spent a great amount of time in acquiring the slanting hand.

"Those who have worked the hardest on the subject have the greatest prejudice. The remedy for this difficulty is six months' use of the vertical work. It passes away readily. Beginners should not be compelled to write between lines.

"We give our beginners copies three times as high as the Spencerian copies, and are not particular if they exceed or fail to reach this height.

"Yours very truly, etc."

I believe the Principals of Chicago are unanimous in pronouncing the experiment of vertical writing a great success, and none, so far as I know, would return to the old slanting system if the privilege were accorded them. In the past three years, as fruits of the "child study" movement, the teaching of beginners to write has undergone a remarkable change.

If you were to step into almost any Primary room of the Chicago schools of to-day, you would not see the teacher bending over her pupil, compelling him to hold his pencil at a certain angle, trying to confine his letters in a certain space and using every possible power at his command to train a muscle not ready to be trained, but instead you would probably see a class at the blackboard, making letters in rather a scrawling fashion, but training the large muscles to obey the will before attempting the training of the small finger muscles, or you might find the pupils at their desks trying to acquire the same results.

There is no better place for teaching beginners to write than the blackboard. If I had my way in the matter paper should not be used until the end of the first year or the beginning of the second. At the expense of the child a teacher gives a pupil what she calls "busy work," a page of printed matter to copy into writing. I am not so sure but the old fashioned *printing* "busy work" is even better than this. Just think of the amount of time an ordinary child wastes in trying to learn to write (in the old time way) between the first and fourth year of his school life. For what? To acquire a certain form of drawing letters that he seeks to get rid of just as soon as he wishes to use it to express his thought. We have spent entirely too much time in teaching children to write. No writing lessons, as such, should be taught above the fourth grade.

Copybooks are one of our excuses for bad penmanship. If the pupils write well during the short space of two or three lessons a week, and hurriedly and slovenly during the remainder of the week, the practice in the copybook will not produce good penmen. Penmanship is an art which can be maintained only if practiced constantly. The habit of poor penmanship grows upon the pupils.

Klemm in his tour through Germany says that he saw but one school in which copybooks for instruction in penmanship were in use. Nevertheless, the writing of the pupils was remarkably regular, and in many cases elegant. He says that when he saw the copybook in use near Hamburg he thought it time to inquire about it, and the reply was as ludicrous as it was sensible: "My dear sir, my school is under punishment. Because the boys had acquired negligent habits, and handed in poorly written compositions and home exercises, I made them procure copybooks and practice good forms of letters. The boys are fully aware of the fact that they are, calgraphically, under a cloud, and try hard to redeem themselves and regain their former standard. As a rule we do not use copybooks, starting from the principle that the pupils

need no special instruction in penmanship if they write well, whatever they write. This is the rule in our school. From the lowest grade upward, good writing is insisted upon, and the teachers take good care never to hurry their pupils much in their written work. The teachers themselves never write negligently on the blackboard, so that the pupils have only good models." The result of this practice is so apparent that it needs no emphatic assurance. Klemm asked one of the teachers: "What do you do to teach artistic form, various styles of penmanship, forms of beauty and fine initials?" The answer was: "We do not teach them: do not want to attempt such things. If any of our pupils wish to learn them, let them apply to a special school of calligraphy. The teachers in the common schools teach what is necessary to a common school education. All specialties must be excluded." This answer indicated that the teacher had a correct idea of the end and aim toward which he was steering, and it expresses whereof we have been drifting. As writing is simply a convenient form of expression for showing what knowledge has already been acquired and a means of preserving knowledge, it seems to me a waste of time to dwell so much upon the artistic side of it. Life is too short to spend so much time in making so many crooks and turns for expressing one word. For convenience and preserving of energies we should teach a simple shorthand system above the fourth grade, and the time will come when necessity will demand it.

What a revolution in the educational world this would bring about!—when the student is able to take down the thoughts in the language of a speaker. Some simple system of stenography should be adopted, so that the writing of one can be read by another, and then we will have the appearance at least of keeping up with the times. Nearly every one of us uses a kind of shorthand of our own for the purpose of getting before us rapidly something we wish to remember. But it remains for an expert to give us something in this line that all may use.

Typewriters are becoming an absolute necessity to every busy man. It saves time to the writer and the person who receives it, and expresses conveyed thoughts more clearly and accurately. An instrument in the hands of a child acts marvelously in pointing out to the child its defective language and spelling. A word misspelled or a poorly constructed sentence presents itself to the eye with much greater force through the typewritten article than through the product of the pen. In this connection I can do no better than to read a communication from Principal Watt of the Graham school. His letter is so expressive, I put it on one of the cards exhibited, but for fear some one will neglect to read it I will do so for you:

"I send you enough of our work with the typewriter to show what we contemplate doing for the relief of small children who are too nervous to be kept at work with the pen.

"The present state of perfection of the machine prevents its use in school while other work is being done. But it is entirely practicable to have a room full of machines and allow classes to pass there for their lessons in English.

"The overtraining of the delicate muscles of the hand in first and second grade teaching which has heretofore been done in order to make a good showing is now acknowledged by the leaders of effort in child-study to be positively detrimental to free development in succeeding years.

"A little use of the machine has proved to be of much more value to young children than a great deal of effort of both teacher and child with the pen. I was astonished to see the progress of my six-year-old daughter when allowed to play with the machine at home.

"I wish my daughter to be able to sign her name when she becomes a woman, but I do not care to see her compelled to do much practice with the pen unless she shall take it up as an accomplishment after her hand has attained its growth.

"Yours very truly."

Against Vertical Writing.

During the past three or four years much has been said and written about vertical writing. Many cities and towns and country schools have adopted it, and the teachers have seemed much pleased with the change.

I have been besought on every hand by teachers to try it. Why don't you try it? One enthusiastic Supt. wrote me and said: "We will have to succumb; you had better get into the wagon than be run over." They call me obstinate and talk to me as though I had some pecuniary interest in the slanting writing. To all these I say, "When you can convince me that the vertical is better than the slanting I am ready to adopt it."

I have taken the ground all along that we have no right to experiment with little children. We should be very sure that our work will succeed before we try it upon the children. We should bring into the discussion all of the experience possible. I have been experimenting at my own desk, and have brought to bear all my thirty years' experience as a teacher of penmanship in all grades of schools, from the baby room to the college, and the school of telegraphy, where speed and legibility are the principal elements, and the result of my experience leads me to say that the vertical writing as it is taught to-day is but a fast way of printing and cannot be classed under the head of fast writing.

Not only have I come to this conclusion by my own work, but by observing the work of the many children who come to us from other cities where the vertical is in use. These all confirm my statement that it is simply a fast way of printing. These children can write only about one half as fast as our children in the same grade, and their writing is no easier read.

Were I to teach a class of adults I would say nothing whatever about the slant of the writing, but I would teach first the correct *front* position at desk, as I have always done, and would place the paper on the desk so that the right hand would travel easily the whole length of the line of writing without disturbing the muscular rest near the elbow. Then I would direct the fingers well away from the point of the pen. (The end of second finger an inch at least from the point of pen.) Then give free hand exercises to secure confidence and full control of the arm, hand and fingers; and if these people could write vertically in this position and with the free muscular movement I would say Amen. But my experience has been that they never do it, but the slant varies from 45 degrees to 70 degrees above the horizontal.

The only redeeming feature in vertical writing is its legibility. By observing one character any writing will be legible. If the small *n* and *m*, and letters of that class in which the left curve forms the prominent part, be well rounded, the writing will be easily read. In other words, make these letters always so that there is no mistaking them, and the writing will be plain.

The more nearly vertical the writing is the easier it will be to round up these letters, but this is more than balanced by making it more difficult to form good *a*'s and letters of that class. Now I believe that a compromise may be made by making the standard of slant 65 degrees above the horizontal instead of 52 degrees. Writing upon a slant of 65 degrees may be written easily and at the same time legibly and rapidly, and the uniformity of slant be preserved. When we go above 65 degrees we begin to slow up, and as we approach the vertical from this point and write with any degree of speed, the uniformity of slant is very much disturbed, and we find some letters slanting to the right of the perpendicular and some to the left, while very few of them may be nearly upright.

The first thing to be aimed at in writing is legibility, but in securing it we must not forget that this is an age of electricity, and writing *must be rapid*.

When children leave the eighth grade they should be able to write plainly from thirty to fifty words per minute.

W. F. Lyon.
Supervisor Writing, Detroit, Mich.

On Reform and Revolution in Writing.

The radical reforms and revolutions being attempted in the making of script forms are creating no little unrest among those engaged in teaching the art of writing.

While this affects the pupil directly, it is nevertheless of greater importance to the teacher, as the pupil is but clay in the teacher's hands waiting to receive the proper shaping. The problem, therefore, is, What is the proper shaping?

The common acceptation of the term writing is the grouping of symbols to convey thought. The particular kind of symbols used by the world at large in correspondence, etc., is known as script. The script forms used will, on examination, reveal their close relation to the Roman letters from whence they are derived. True, there were many modifications made from the old Roman letters till the present standard of script forms was reached; that being in the course of natural events, no art ever being perfect at its inception; it makes strides in that direction by degrees only.

Having defined the necessary function of writing, we next come to its different applications. These are two—viz., rapid writing as applied to business and ordinary purposes, and ornamental writing as applied to artistic requirements.

A few words of comment on what I consider the correct style or system of rapid or ornamental writing to be adopted will not be amiss. I know they will create a storm of opinions; but I am presenting *my* opinions only.

If the attainment of rapid writing is the object desired, then but two prime factors must be considered; they are, firstly, *legibility*, and, secondly, *rapidity*. I would advocate no special style of form, size, or slant—*i.e.*, I would not consider it mandatory on any pupil to follow *my* special style of rapid writing, which is but *my acquirement*. I would let the pupil acquire his own style.

I would require of the pupil but three things—legibility, rapidity, and the use of the muscular or forearm movement (the proper position being considered)—to attain this result. If the writing be rapid but illegible, then a failure has been scored; the writing should be both legible and rapid; one without the other must not be thought of.

My opinion relative to a particular style for the attainment of a thorough knowledge of ornamental script forms for artistic uses is very similar to the opinion I entertain as to a particular system to be used in acquiring a rapid business style of writing.

The two prime factors necessarily constituting ornamental writing are, firstly, *legibility*, and, secondly, *beauty*. The factor of *beauty*, however, is dependent on several very essential principles, of which *form, accuracy, uniformity, harmony, arrangement, grace, smoothness of line and shade, delicacy, etc.*, are but a few, the proper movements and position being taken into consideration to execute ornamental script forms.

Beautiful writing is beautiful irrespective of its particular slant, size, or shade. This especially holds good as regards the numerous details that go to make beautiful script forms. What matters it whether the small *t* is crossed, or whether it is capped with a compound (or some other equally beautiful and well executed) curve? As long as they denote perfect accuracy in form, and a corresponding degree of skill in movement, each style may be considered beautiful. One style, however, may exhibit a greater expenditure of effort and thought in skill and ornamentation; another style, again, devoid of ornamentation, but indicative of the highest order of skill in movement, may be perfect in its simplicity.

To elaborate on this point for the sake of illustration, I will say that it is strictly immaterial whether one uses the capital stem principle in making certain capital letters, or whether the reversed oval principle be used instead; as long as both are beautiful in form and perfect in their movement a preference for either merely indicates a difference in taste.

There are innumerable little details and differences that go to make the different styles of ornamental writing. These details are matters of taste only; and in matters of taste there always has been, and always will be, a wide difference in opinion.

In the April number of The Journal the student of penmanship finds himself between several fires, figuratively speaking. Some fires are burning brightly, and others are hoping to fan their few sparks into burning flame.

In this number of The Journal no less than four systems of writing are presented. Eliminating the Standard System of writing (which at present prevails) from this number, we find that three other systems are seeking recognition, each desirous to be adopted as the new standard; all, ostensibly, an improvement on the old. These candidates for preferment are the Vertical System, the "Simplified" Script System (a modification of the Standard System), and the New Intermedial System.

The Vertical System of writing is relatively beautiful only—*i.e.*, when placed in comparison with similar work, but of an inferior degree in quality. It is not beautiful in itself. It is generally conceded that it is not as rapid as the slant system of writing. It is, however, plain, and remarkably legible, the movement used not being considered in this opinion.

As there is apparently but a grain of difference between the New Intermedial System and the Vertical System of writing, my remarks concerning the Vertical System are apposite to the New Intermedial System.

The "Simplified" System of writing, for which Mr. Zaner stands sponsor and acts as chief advocate, contains one special feature of merit. It is, undoubtedly, the embodiment of plainness and simplicity, and as such can be recommended for use as the writer's taste dictates, but not as a standard for all rapid business writing. This system is certainly not beautiful; no claim, at any rate, is made for it in that direction.

As this system is not intended as a model for beautiful writing, and as it is not the most rapid style available for business purposes, its *raison d'etre* is not quite apparent.

I have one adverse criticism to record against the legibility of a specimen of this style of writing as illustrated in the April issue of The Journal.

On page 74 of this issue there is an illustrated reproduction of Mr. Zaner's "Simplified" Script. The combination of the capital *I* and the small *t* to make the word *It* is very illegibly arranged. Strip this word of its immediate context, leaving it stand out boldly in its peculiar individuality, and I will venture to assert that not one in a million could decipher it. Of course to those familiar with the "Simplified" System of Mr. Zaner there would be no difficulty; but to the ordinary layman, however, this is as unreadable as a Choctaw hieroglyphic.

Writing, from our present knowledge, is not an exact science; it is governed largely by individual taste. These tastes are too pronounced and too varied to ever acquiesce to any special system or style.

While I am ready to admit that there is room for improvement in our system of writing by a modification here and there, there is no special necessity for a radical change in the system now in vogue.

M. H. Fox.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, AUGUST, 1897.
NEWS EDITION.—$1 A YEAR.

The subjoined lessons 4 and 5, by Mr. Harry Houston, Supervisor of Penmanship in Public Schools, New Haven, Conn., complete the reprint that was begun in the June number of THE JOURNAL. Mr. Houston's current lesson will be found on page 145 of this issue. The text that follows is somewhat condensed, but covers the main points, and the reprint is complete as to illustrations.

Mr. Houston's Vertical Writing Lessons. (Reprinted.)

No. 4. First Grade.

In planning the work for first or lowest grade we should select a method that would exact from the pupils a minimum amount of nervous energy and at the same time interest them in their work and teach them to write. It is believed that blackboard writing is best, as it calls into play the larger muscles of the arm and shoulder instead of the finer muscles required by a pen or pencil. If possible have the children do nearly all the writing on blackboard the first half of the year and the major part of the latter part.

The Word Method.

Words mean something to the child, but letters and principles do not. It is preferred by the writer to all other methods.

Memory Writing.

In giving writing lessons select some simple word from a reading lesson and make the pupils look while the teacher writes it on blackboard. Erase and repeat a few times. Have them point to it and trace it in the air. Pretend to make with finger on desk and in other ways impress the word as a whole on the child's mind. After this preparation erase the word and ask pupils to blackboard and write it. As the first attempt is not likely to be successful, repeat the process several times. Pupils will soon learn to watch closely and get all they can before the word is erased. Blackboard should not be ruled in any way, as this tends to confuse the child and prevents a clear conception of the form of the word.

Pencil and Paper Next.

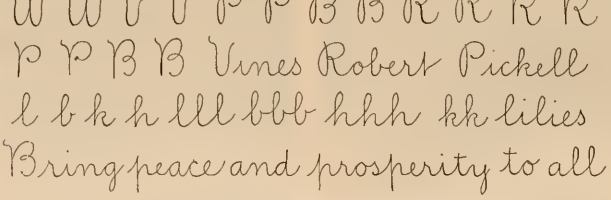
After from three to five months of this kind of work pencil and paper may be introduced. Use a soft pencil and unglazed paper, which should be ruled with single lines, or base line and head line. The latter half of the year capitals should be studied carefully. Also written in words and sentences. During this period blackboard writing should be continued. A good plan when taking up new word is to have the first lesson on blackboard.

Toward the latter part of first year the children should have progressed sufficiently to warrant introducing the base line. A more critical study of the forms may be made, but it is not thought best to practice all the small letters separately, as they are not so used. In writing a word, if one letter is poorer than the others practice it alone.

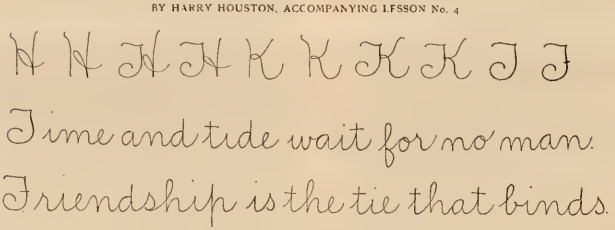
In the current issue the capitals W and Y belong to group given in preceding lesson. Avoid making these letters too wide at the top and too narrow at the bottom. They are the same width a short distance from the top as they are the same distance from the bottom. Two different styles of the other capitals are given. In the first style the turn at the lower part can be made with the same speed as the other part of the letter, but in the second style we must hesitate if not stop at lower part. Notice in B, the loop in middle is in horizontal position, but in R is in oblique. The loop and capital letters look best when only two or two and a half times the height of the small letters.

Letter Spacing.

The distance between the letters is produced partly by the turn at the base line which joins most of the letters and partly by the slant of the upward strokes. In lesson No. 3 was an illustration of a mistake that is sometimes made by making spaces between letters depend entirely on slant of upward strokes. The learner should be cautioned against going to opposite extremes by making the spaces between the letters depend entirely upon the width of turn between letters.



BY HARRY HOUSTON, ACCOMPANYING LESSON No. 4



BY HARRY HOUSTON, ACCOMPANYING LESSON No. 5.

No. 5. Review of First Year's Work.

Have the child begin with words rather than letters or principles. Writing should be large, at blackboard if possible, using whole arm movement. After from three to five months introduce paper with ruled lines about ⅝ of an inch apart. Do not expect a high degree of accuracy, as that would require closer application than is possible for a child of from five to six. Pen and ink are sometimes used with good results in first grade, but it is not believed that the results are compensatory for the extra amount of nervous energy expended. If slates are still in use, write on them the long way. If they are ten or twelve inches long, divide into two sections and write on them right and left separately. Give as little writing or copying as possible, unless it is done under the teacher's supervision. This puts a check on the cultivation of false habits.

Second and Third Years.

The usual consideration for second and third years is study of forms of letters, with proper spacing both between letters and words. Paper ruled with head line and base line is good for securing uniformity of style. Use pen and ink, and where copybooks are used they may be introduced the second year.

Movement.

In the case of young children, the writer is convinced from experience that the best plan is to have them study form, and that the finger movement is the principal one to be used. If the facts are thoroughly learned and the proper position and pen holding are maintained, the children will rapidly acquire the forearm movement when they become old enough.

Some Faults That Creep In.

After a few months of writing the vertical style, there is often a tendency to make turns too broad and upward strokes too straight. When turns are too broad, the upward strokes must be made in a vertical position in order to prevent the letters from being too far apart, thus presenting a sprawling effect. If the upward strokes are vertical the writing will have either a square blocky appearance or there will be a tendency to a back hand. If we begin loop letters at the base line and make upward strokes as shown in correct forms, it will be impossible to produce vertical letters. Avoid the extremes shown by the word CANE by sloping the upward strokes a little to the right and by making medium instead of very broad or narrow turns.

The lesson this month consists of four capital letters and sentences. The first part of *H* and *K* is the same as first part of *M* and *N* and some of the other letters. The second stroke in *H* is curved slightly. Finish the letter so it can be joined to a letter following it. This latter is usually the most difficult part of the letter for children. The second form of *H* can be easily learned after making *F* and *T*, but it is not believed to be as practical as the first. The most simple form of *K* is where the second downward stroke is a simple instead of a compound curve. The small loop in the middle is in a horizontal position. The compound curves in *F* and *T* make them more difficult for young children than many of the other letters. The tendency will be to curve the top part and the downward stroke too much. The sentences will illustrate what has been said in regard to the slant of the upward strokes, the turns between the letters, and the general proportion of the letters.

SCHOOL AND PERSONAL.

— The following visitors, among our professional friends, have recently registered at THE JOURNAL office: C. E. Chase, Prin. Com'l Dept. of Bridgeport, Conn., High School; W. E. Dennis, Brooklyn; R. A. Kells, N. Y. B. C.; A. L. Sprinkle, Prin. Com'l Dept., Austin Coll., Effingham, Ill.; L. M. Thornburgh, Principal-elect Com'l Dept., Paterson, N. J., High School; J. P. Byrne, Peirce Coll., Phila.; E. E. Ferris, Eagan's Com'l School, Hoboken, N. J.; C. E. Oliver, New York; J. S. Schulte, Prin. East New York Inst.; P. B. Gibson and C. A. Bernhardt, both of the Com'l Dept. of Boys' High School, Brooklyn; Miss Fowler of the New Haven, Conn., Pub. Schools, and Miss Nellie Powers, Writing Supervisor elect, Salt Lake City, Utah, both from recent attendance at the Glens Falls, N. Y., Summer School; S. D. Gutchess, Port Byron, N. Y.; J. A. Lyons, Metropolitan B. C., Chicago.

— At the late annual meeting of the Alumni of Peirce College, Philadelphia, W. W. Rover was elected president. A cycling club was formed.

— W. L. Smith, the well-known Southern penman, will spend the summer at Asheville, N. C.

— We have received some bright advertising literature from Butler's Advertising Bureau, Yonkers, N. Y. We believe that the head of this concern is W. W. Butler, an experienced business college man. Judging from a great deal of school literature that we receive, there ought to be a wide-open field for an expert writer of school catalogues and general advertisements.

— The *Evening News Review*, East Liverpool, O., has a very complimentary write-up of the Ohio Valley B. C., East Liverpool. High compliments are paid to the proprietor, F. J. Cooper, and his wife.

— We are in receipt of a handsome invitation to the commencement exercises of the Lincoln, Nebr., Nor. Univ., Aug. 8-12.

— C. C. Rearick, Prin. of the Highland Park Nor. Coll., Des Moines, Ia., seems to be making a success of that institution. Some of the Western normal schools appear to have been rather hard hit during the past three years of industrial depression. O. H. Longwell, the founder and for a long time principal of this school, is still a member of the faculty, and J. B. Duryea, the well-known teacher of penmanship and commercial branches, is also connected with it.

— We find in a late issue of the Baltimore *Herald* a highly complimentary mention of engrossing work done by C. H. Waller, whose portrait also appears.

— *Printers' Ink* has a breezy and interesting write-up of John McCarthy, Treas. of the American Writing Machine Co. (Caligraph), 237 Broadway, New York City.

— F. J. Toland, La Crosse, Wis., B. U., is quite a genius at advertising. We are in receipt of a large three-sheet poster announcing concerts given at the school. Also neat catalogue.

— A very pleasant social entertainment given by the New London, Conn., B. C., is reported *in extenso* by the *Morning Telegraph* of that city.

— The Lexington, Mo., B. C., L. F. Myers, Pres., gets a fine illustrated send-off from the *Intelligencer* of that city. It is usually safe to say that a school that stands well at home is a good school.

— Business college people will be interested to learn that one of their number has received a substantial

recognition from the McKinley Administration. We refer to the appointment of J. N. McCunn, Prin. of Green Bay, Wis., B. C., as United States Consular Agent at Dunfermline, Scotland. Mr. McCunn is a native of Scotland. The Green Bay School will be conducted during his absence by E. O. Folsom, who is a partner and for some time has had joint charge in the conduct of that institution.

— Diplomas were issued to 33 graduates at the recent commencement exercises of the Lebanon, Pa., B. C. Addresses were made by a number of prominent people and a large assemblage gave the occasion with their presence. The Lebanon papers speak of this school in highly complimentary terms.

— A pleasant entertainment was recently held at Tubbs' B. C., Emlenton, Pa.

Movements of the Teachers.

Miss Dorothy Marlowe, of Haverhill, Mass., has engaged to teach in the shorthand dept. of Burdett Coll., Boston.——F. A. Curtis goes from Glens Falls, N. Y., B. C. to the commercial dept. of the Cranston, R. I., Public Schools.——T. P. McMenamin, an accomplished penman and formerly a pupil of A. P. Root at Peirce Coll., takes charge of the commercial and penmanship departments of the Y. M. C. A. at Phila.——C. E. Ball has dieposed of his business college at Parsons, Kansas.——L. C. Horton goes from Stewart's B. C., Trenton, to handle penmanship and commercial branches at Coleman's B. C., Newark.——O. T. Wiswell, Dixon, Ill., has assumed charge of the penmanship dept. of the Ft. Smith, Ark., C. C. He succeeds M. Van Osterloo, whose untimely death is reported in another column.——A. T. Scovill, Dixon, Ill., has been added to the faculty of the N. I. Coll., Fulton, Ill.—The shorthand dept. of the Dover, N. J., B. C. has enlisted the services of Miss May Brown.——J. G. Perkins, for some time connected with the Anderson, Ind., Nor. School, has accepted a position as instructor of commercial branches in the Evansville, Ind., High School.——L. M. Thornburgh leaves the Cedar Rapids B. C. to discharge the duties of penmanship and commercial superintendent of the Paterson, N. J., High School.——C. C. Canan has left Cedar Rapids, Ia., B. C. to accept a teaching position at Schissler School of Business, Norristown, Pa.——F. F. Healey, for some time the head of the shorthand dept. and part owner of the Cedar Rapids, Ia., B. C., has severed his connection with that institution, and accepted a place as shorthand teacher at the Williamsport, Pa., C. C.——The new superintendent of the commercial dept. of Buena Vista Coll., Storm Lake, Ia., is J. A. Ross, late prin. of the Ashtabula, O., B. C.——The St. Louis C. C. has severed connection with D. L. Hess.——Benn J. Ferguson, Bondville, Ill., has been engaged to teach shorthand in the Ashtabula, O., B. C.——H. G. Reaser is conducting the York, Pa., Coll. of Bus.——L. B D'Armond, South Knoxville, Tenn., has severed his connection with Tubbs' B. C., Emlenton, Pa. He will teach at Terre Haute, Ind., C. C.——A. J. Dalrymple has left the Cincinnati B. C. His present address is Barnes, Kans.——The new head of the commercial department of the Grand Prairie Seminary, Onarga, Ill., is Owen A. Bosserman, Fairfield, Ill.——K. C. Atticks, of Lisburn, Pa., will teach the new year at Stewartstown, Pa.——A. J. Scarborough is back in the harness as teacher at Drake's B. C., Jersey City.——Miss Winifred Anderson, Des Moines, Ia., will teach shorthand the coming year at Elgin, Ill., B. C.——E. F. Quintal changes from Brown's B. C., Galesburg, to Brown's B. C., Bloomington, Ill.——Miss Belle C. Larmon of Bath, N. Y., will teach shorthand in the Pottstown, Pa., B. C.——B. A. Peters, New Bedford, Mass., will have charge of the commercial department of the Asbury Park, N. J., High School.——F. T. McEvoy has severed his connection with the Little Falls, N. Y., B. S.——F. H. Criger has resigned from McDonald's B. I., Milwaukee, Wis.——Fred. M. Ryder, Big Rapids, Mich., has engaged to teach at Hastings, Mich.——O. J. Penrose, Randolph, N. Y., will have charge during the coming year of penmanship and commercial branches at the Augustana B. C., Rock Island, Ill.——B. S. Underhill has sold his business school at Rochester, N. Y.——L. H. Jackson has resigned from the Va. B. C., Richmond, Va.——J. W. Camphell of Raveuna, O., will teach shorthand and commercial branches at Hummel's B. C., Akron, O.——W. C. Toole, Americus, Ga., has accepted a place with the La Fayette, Ala., B. C.

New Schools.

We have received during the past month letters of inquiry from several responsible people who are looking around with a view to opening a business school. They write us to get information as to an eligible point for a good school. Practical education has become so popular that there are no cities and very few important towns in the United States that cannot boast of at least one business school. We are unable to enumerate a dozen towns of 10,000 inhabitants that are not thus provided. Of course there are schools and schools. Some of the best places for establishing an institution of this character are points where one or more are already established. In the long run the man who does a legitimate business and gives a good return for the tuition fee that he exacts is the man who will win the confidence of the community and build up a prosperous business. Sooner or later the fakirs will come to grief. There are some who go around muddying the water with all sorts of catchpenny and otherwise disreputable devices in the hope of frightening or black-mailing legitimate schools out of business by bringing the whole thing into disrepute, but we are disposed to believe that the career of these adventurers is drawing to a close, and if the really reputable schools would get together and take some concerted action to clear the atmosphere and isolate the fakirs, it would be a red letter day for business education. THE JOURNAL is working right along these lines and for some time past has been gathering data and testimony which it is believed will be of great service to the cause of business training. Of course this creates some bitter enmities and entails some losses of "patronage"—much greater, perhaps, than might be supposed. It is safe to say that from two to three thousand additional subscribers would have been sent to THE JOURNAL last year but for its well defined attitude in this particular. It has come to our attention lately that instructions have been given in a score or more schools of unsavory reputation to absolutely bar out THE JOURNAL, for fear that the students would become acquainted with our attitude towards these swindling enterprises and thus block the game. Our policy, however, shall not be swerved a hair's breadth on this account, and we herewith serve notice to all whom it may concern that no amount of "patronage" would cut any figure in shaping our policy against the whole class of fake schools. For over twenty years THE JOURNAL has appealed to the highest intelligence and best element of the commercial teaching profession. During the whole of that period it has maintained an undoubted pre-eminence in the quality and quantity of its circulation, even though its price for the most part has been double that for any similar paper. When it comes to pass that in order to add a few subscribers we are compelled to truckle to the flap-doodle or fak ng element, we promise the friends who have loyally stood by us for years to stop the presses and hang out the crape. As THE JOURNAL'S circulation is at present larger than it has been at any time within its history, and is increasing at a lively rate, we do not apprehend any present difficulty. However, we are getting off the track. What we intended to say at the outset was if any one knows of a good opening for a business school, to be conducted by a well-educated, experienced and reliable man, and will send us information, we shall be glad to forward it without cost to any one concerned.

R. C. Holaday, an experienced commercial teacher formerly connected with the Davis Military Inst., Winston, N. C., and with business schools in Pennsylvania, is preparing to open a school of business at Middletown, N. Y.——The Y. M. C. A. of Camden, N. J., has organized a day school and will make a special feature of commercial work.——The New York School of Pernin Phonography is located at 1204 Fulton St., Brooklyn. The principal is F. E. Diehl, a mature and successful teacher, formerly of Winchester, Tenn.——H. J. Williamson is conducting Home B. C. at Mobile, Ala.——The Southern B. C., Ft. Worth, Tex., was born July 1 and reports a good attendance. J. T. Brantley is at the head of it.——Wanger & Kelley have opened a school at Pottstown, Pa. They will continue to conduct the school at Lock Haven, Pa.—Morgan Hall, Minneapolis, a well-established preparatory school for boys, is paying special attention to commercial branches and penmanship. The instructor of writing and drawing is R. P. Felton of Lehigh, Wis.——A new business college is just getting under way at Ottawa, Kans.

Hymeneal.

THE JOURNAL offers congratulations and best wishes to its several friends who have recently entered the realms of eternal bliss.

PERRIN-RUCKER.

Mr. Homer E. Perrin and Miss Anna H. Rucker were married at Los Angeles, Calif., July 10. Mr. Perrin is engaged in teaching commercial branches in the San Bernardino, Calif., High School.

LINK-DUNLAP.

The wedding is announced of Mr. M. M. Link and Miss Emeline Ruth Dunlap at the home of the bride, Savoy, Ill., July 20. The happy couple will receive their friends at their home, Shamokin, Pa., after August 20.

MATTHEWS-JORDAN.

Mr. W. H. Matthews, Prop. of the Salem, O., B. C., was united in the bonds of matrimony with Miss Dorothy L. Jordan at the home of the bride, David City, Nebr., on June 17. The honeymoon of the happy couple was spent rusticating near Des Moines. At home after Sept. 1.

PELLETT-MESERVEY.

On Saturday, June 12, 1897, at Fleet Street Methodist Episcopal Church, Brooklyn, N. Y., Miss Nettie A. Meservey of Tenant's Harbor, Me., was married to Frank S. Pellett. Mr. Pellett is well known to THE JOURNAL readers through many artistic pen specimens of his that have appeared in THE JOURNAL'S columns. He is a valued member of THE JOURNAL Art Staff and possesses great skill in all lines of penmanship. THE JOURNAL office force hereby extends its heartiest congratulations.

RAUCH-STODDARD.

At North Clinton, Ia., on Thursday, July 28, 1897, Miss Bertha B. Stoddard was married to Frederic W. Rauch. At home after Aug. 10, Fairmount, Ind. Mr. Rauch is the well-known principal of commercial department of Fairmount Academy and Nor. School.

Obituary.

VAN OSTERLOO.

We are pained to learn of the sudden death of M. Van Osterloo at Ft. Smith, Ark. Mr. Van Osterloo had been teaching at Ft. Smith C. C. less than two months. He was a young man of fine points and a good penman and commercial teacher, and had every prospect of a brilliant professional career. His penmanship inspiration was derived largely from L. M. Kelchner, of the N. I. N. S., Dixon, Ill., where he formerly lived.

M'GEE.

C. W. McGee, Prop. of the Cincinnati B. C., died suddenly from heat prostration on July 7. He was born in Hamilton Co., O., March 27, 1844. At 18 years of age he entered the army and was adjutant of the 5th Ohio Cavalry. After the war he became a teacher, and followed that vocation until his death. His business college career began in 1877. This was interrupted by four years in the principalship of the Cincinnati House of Refuge, after which he devoted himself entirely to the Cincinnati B. C., first as a teacher, then as a partner, and finally as sole owner. Hundreds of his graduates are in business positions in that city and vicinity.

New Catalogues and School Papers.

A handsomely illustrated and well printed catalogue comes to us from the Capital City B. C., Des Moines, Ia. Messrs. Mehan, McCauley and Guesseman evidently understand the commercial value of good advertising literature.——The *Business Herald* is the official paper of the Ramsdell School of Bus., Middletown, N. Y. Mr. Ramsdell is an experienced commercial teacher, conscientious and competent, and we are glad to know his efforts are being rewarded.——The Elston Correspondence School, Canton, Mo., sends us a neat illustrated circular.——A catalogue with embossed cover, in two greens and white, comes to us from Olmstead's C. C., Hartford, Conn.——We are in receipt of a carefully prepared illustrated catalogue from Muller's N. J. B C., Newark, N. J. This school has been in existence for nearly a quarter of a century, and judging from the number of students, no less than from the large number of them that subscribe for THE JOURNAL, we should say that it is enjoying an unusual degree of prosperity. The catalogue has elaborate front and back covers representing the work of L. L. Tucker and A. A. Kleinfeldt, both of the faculty. The envelope enclosing the catalogue is handsomely addressed with an automatic pen.——A handsome catalogue is issued by the Chicago B. C. It is profusely illustrated with views of the school, ornate initials, etc. C. A. Faust, penman of the institution, stands very high in the profession. A specimen of his handiwork is to be found in the address on the catalogue.——The prospectus of the Gustus School of Bus., Moline, Ill, is well worded and well printed, and right in line with our prediction that Mr. Gustus will build up a strictly first-class school.——Three or four colors are used in the production of the catalogue of the Va. B. C., Richmond, Va. The principal, B. A. Davis, Jr., seems to be a good deal of a hustler.——The printer of the Middletown, Conn., B. C. catalogue was a little long on ink. Apart from that we find much to commend in the prospectus which Prin. Harding is sending out this year.——Portraits of Messrs. Barnes, Osborne and Hickman of the directory of the Lafayette, Ind., B. C. adorn the front of a late catalogue received from that institution. One of the features of this catalogue is the long list of students who are now occupying responsible business positions.——H. C. Spencer has made a very attractive catalogue for the Providence B. & S. B. C. It is a large book 9 x 12 in. in size.——Two colors are used to advantage in the catalogue of the Bradford Com'l School, Boston. The cover is embossed in gold on a blue field.——Other attractive catalogues recently received are from Wolff's B. C., Hagerstown, Md.; De Funiak Springs, Fla., B. C.; Lexington, Mo., B. C.

Public School News Items.

— D. W. Hoff, for the past two or three years penmanship supervisor at Oak Park, Ill., will occupy the same position the coming year at Providence, R. I. The place as supervisor at Oak Park has been dropped. More's the pity.

— Harry Houston, Supervisor of Writing in Public Schools of New Haven, Conn., has been spending part of his vacation teaching at the Glens Falls, N. Y., Summer School. Mr. Houston's lessons in THE JOURNAL have evoked much favorable comment.

— Miss Nellie Powers has been chosen writing supervisor in the Public Schools of Salt Lake City, Utah. She succeeds Miss Cavanaugh.

— J. O. Gordon is about to begin his seventh year of work as special teacher of penmanship in the Public Schools of Rocky River, O.

— Supvr. Wm. H. Covert of Syracuse, N. Y., gets a neat little salary increase to $1,600.

— The penmanship end of the Normal Institute at Tuscola, Ill., was upheld in great shape by J. H. Bachtenkircher, writing supervisor of Lafayette, Ind. Mr. Bachtenkircher writes: "Everything is Vertical, and so am I."

— John H. Carr, Prin. Mt. Sterling, Ia., Public Schools, keeps an eye on penmanship and is himself a first-class writer. It is a pity that this cannot be said of a great many heads of our public schools.

Students' Specimens.

— THE JOURNAL had the pleasure of a call from Miss Rose A. Dugan, Supervisor of Writing of Bangor, Me. We had the pleasure of examining specimens of the work of a number of Miss Dugan's pupils, and were much impressed with their excellence. We confidently look forward to the time when there will be a special writing teacher in public schools in every city and hamlet in the United States.

— We have received from H. G. Burtner, special teacher in the commercial department of the Pittsburg, Pa., High School, specimens showing work of 100 of his pupils. The pupils receive three lessons a week and the specimens were drawn from the regular work without knowledge on the part of the pupils of what use would be made of them. Taking them through and through, they are a lot to be proud of, and as all of them will continue to receive writing instructions for a year, and most of them for two years, we should say that there is a strong probability of a first-class crop of good writers in the vicinity of Pittsburg.

Is Typewritten Copy Really of Benefit to the Compositor?

CHICAGO, ILL., October 6, 1896.

TO THE EDITOR:

From the experience had in the proofroom, one is inclined to answer the above question in the negative. The compositor does not seem to realize the fact that the typewritten copy is but a transcription from the original manuscript or is reproduced from shorthand notes taken down from dictation. He fails to bear in mind that, in the course of transcribing, the typoscribe is as liable to

make errors as anybody else, if not more so. These errors are apt to be those of spelling, punctuation, misconceptions of the author's meaning or substitution of a word similar in sound, import or appearance for the right one.

The typesetter is prone to treat the typewritten copy with as much deference as he does reprint, and he "follows copy" with a vengeance. Instead of exercising his thinking faculties as he would were he setting from the original manuscript, he settles down to a mere automaton, with the threefold liability of reproducing lapses made by the author, errors of transcription by the typoscribe, and his own typographical or other errors.

It is not an uncommon experience of the writer to meet much cleaner proofs set from apparently difficult manuscript than from apparently good typewritten copy. The reason is that in the former case the compositor puts on his thinking cap—uses his brains; whereas in the latter he stolidly plods along, and for every variation from copy marked in proof, no matter how trivial or how self-evident the correction, he wants a "ring." Only in cases, therefore, where the typewritten copy is absolutely correct (and who ever knew of such?) is it safe to follow copy literally; only when it approximates accuracy is it to the real advantage of the compositor.

This habit of following copy so closely causes the compositor to repeat errors that are plainly apparent and unintentional by the author, such as syllables or letters left out of words, as *gratiously* for gratuitously; the substitution of one letter for another, as effected for affected, and adopted for adopted; members where the sense indicates *numbers*, and so.

The writer does not wish to convey the impression that he is opposed to the use of the typewriter—such an idea would be in the line of retrogression; but he does argue for an improvement in its quality. Before reaching the compositor such copy should receive as careful reading and revision as the proofs from the type. A few months ago *The Writer*, discussing typewritten copy, said: "The time is coming before long when editors will decline to examine unsolicited correspondence unless they are submitted in typewritten form." The use of this class of copy is certainly growing, and it has come to stay, and every argument is in its favor; provided, however, it is prepared properly, instead of by ignoramuses whose productions are on a par with those of the amateur jobber.

S. K. PARKER, in *Inland Printer*.

KINGS AND QUEENS RULED LOW.

But Letters of American Revolutionary Heroes Brought Good Prices at This Auction Sale.

Patriotism ruled at the sale of autograph letters at Ortgies' Fifth Avenue Auction Rooms, No. 238 Fifth Avenue, lately, for the signatures of kings, queens and princes of ancient and modern times went for a song, while the autographs of men who figured as signers of the Declaration of Independence brought good prices.

Thus, a document signed by Queen Anne of England and countersigned by "Godolphin" brought only $4.50, from C. M. Bennett, while the autograph letter of William Ellery, signer of the Declaration of Independence, went for $12, to the same purchaser. A letter written by Charles X., King of France, was knocked down for $2, to A. T. Cole, and J. T. Hammond of Belmar, N. J., paid $16 for a letter written by Benjamin Franklin to his niece. A letter from George III. of England was purchased by Mrs. Andrews for $3, and F. Metzinger paid $13 for a letter written by the Marquis de Lafayette. Two letters signed by the Emperor Napoleon were bid in at $3 and $2 respectively, while C. M. Bennett paid $9 50 for a letter written by Thomas Jefferson.

A letter from the Duke of Kent, father of Queen Victoria, was sold to F. Metzinger for $1.25, and the same purchaser paid $14 for an autograph letter written by John Hancock. A letter from President James Buchanan was knocked down for $6; one from President Chester A. Arthur brought $3, and another, written by Aaron Burr, went for $3 50.

It is understood that many of the purchases were made for Surrogate Ransom. The autographs of opera singers brought very moderate prices.

An Ink Bottle Episode.

"O, dear! look at that!"

"Your carpet will be ruined."

"What shall we do?"

"Get something to catch the drops. Don't stand there looking at it."

All these exclamations were called forth by an occurrence that certainly looked serious enough. One of the occupants of the room, in turning suddenly around, had hit with her hand an ink bottle standing on the desk. In a moment the bottle was rolling over the floor, after liberally distributing its contents on various parts of the carpet.

One person in the group, however, was equal to the occasion, and gave her orders immediately.

"Have you got any milk in the house?"

"Yes, plenty," was the answer.

"And a fire in the stove?"

"Yes."

"Heat some milk very hot and bring it here quick." Only a small quantity was put on at first, so that in a few minutes the hot milk was brought to the director of affairs, who meanwhile had been absorbing all the ink possible with a blotter.

"Bring me some warm water and a cloth, and put more milk on to heat; this will not be enough," were the orders issued, while she poured the steaming milk with liberal hand directly on the ink. Her directions were quickly followed, and the milk rapidly washed up with warm water. More milk was applied where the amount of ink was greatest, or on spots which had escaped the first application. All present joined in vigorous exercise of the cloth and warm water, or in bringing fresh supplies as that in use became inky black.

"There," said the director, surveying the scene and drying her hands; "we can't tell exactly till morning, but I believe that it is all out."

"I call it marvelous if your statement proves true," remarked one of the company; "I never saw such a quantity of ink wiped out in that fashion before."

The next day, however, she was obliged to confess that the marvel was true, for the only traces of the catastrophe were that the portions of the carpet which had received the impromptu scrubbing were cleaner than the surrounding parts.

A day or two later a dark spot appeared in one place.

"That is where the milk was not wiped up quickly enough and caused a slight grease spot," announced the director, critically surveying the spot. "A little gasoline will remove that."

Upsetting an ink bottle, though not a thing to be desired, is not regarded as such a dreadful calamity as formerly by at least one observer of this scene.—*Womankind.*

A Poster Poem.

The day was drear—the lurid light
A landscape weird and strange displayed.
Upon a terra-cotta height
I saw an orange tressed maid;
Her amber orbs, her brow of snow
Were sketch'd with many a pallid line,
And many a fold of indigo
About her slender shape did twine.

A river of sepulchral hue
In tortur'd curves went winding by;
The hills in wav'ring lines of blue
Were traced against a saffron sky.
The while, hard by, a sage green cow
Upon the poppies brows'd at ease,
And carmine flakes, on every bough,
Were clustered 'mid the tawny trees.

I, gazing on this ghastly scene,
Did groan a groan of wild despair.
"Oh, for the days when grass was green,
And skies were blue and maids were fair!
Ye goddesses of later time,
Ye pale and emerald eyed, depart!
Go get ye to some distant clime,
And leave to us our ancient art."

—*Leslie's Weekly.*

The Principles of Business.

No calling requires a greater use of brain power than business, and few require a higher order of general ability. The great secret of success in business—the secret, in fact, of success on a large scale—is to conceive of it as a matter of principles, not merely as a series of transactions. There are great merchants, as there are great statesmen, and there are small merchants, as there are small politicians, and the difference between the great and the small men is very much the same in both. The small politician works by the day and sees only one opportunity before him; the small merchant does the same thing—he is looking for the next dollar. The statesman, on the other hand, is master of the situation, because he understands the general principles which control events. This knowledge enables him to deal with large questions and to shape the future. The great merchant does the same thing. His business is not a mere money getting affair, not a mere matter of barter, but a science and an art; he studies the general laws of trade, watches the general condition of the country, investigates present needs, foresees future wants and adapts his business to the broad conditions of his time and place. He puts as much brains into his work as does the statesman, and he ends by being not a money getter, but a large minded and capable man. An eminent successful man of the statesmanlike quality said the other day that the more he understood life the more clearly he saw that it was all done on business principles—by which he meant, not only that the universe is governed by unvarying laws, but that promptness, exactness, thoroughness and honesty are wrought in every fiber. On these business principles all life is conducted—if not by men at least by that Power which is behind man. It ought to be the ambition of every young man to treat his business from the point of view of the statesman and not from that of the politician.—*Exchange.*

PENNED WORDS A PICTURE.

Curious Drawing of John Milton by an Italian.

It might not be supposed that the dwellers in Mulberry street would take much interest in John Milton, and yet a picture of the poet displayed in the window of G. Civolari, banker, at No. 107, attracted a crowd of gesticulating Italians from early till late yesterday.

To the naked eye the picture showed a good bust of the famous Puritan, done in black and white and delicately shaded. It was surrounded at the distance of a few inches by a border, 1½ inches wide, of the same black and white. The picture seemed to be a coarse steel engraving or fine chrome work. But those who were privileged to look at it through a microscope or a jeweler's lens said that it was done with pen and ink. The wonder of it lies in the fact that each delicate line of the picture is composed of clearly written letters, and the whole bust and border contain "Paradise Lost," Milton's masterpiece, from beginning to end, written in English. One hundred and thirty thousand words are there, done in lines so close and small that the unaided eye cannot detect a single letter, and yet each is perfectly formed.

The bust is 15 by 15 inches at its widest and longest parts, and the border is 20 inches wide and 25 inches long. Ciro Gazzoti of Modena executed this curiosity, and it took him three years to do it. There were not enough words in "Paradise Lost" to complete the border, so he filled it out with part of Stern's "Sentimental Journey Through France and Italy."—*N. Y. Press.*

President Packard's Annual Address Before Federation of Commercial Teachers' Associations, at Chicago Meeting, December 28, 1896.

FELLOW TEACHERS: You are likely to suffer from having placed at the head of your organization one of the "old fellows." I have wondered a little why you did it; but have concluded, after thinking it over, that it was your graceful way of serving notice. I can assure you, my friends, that this was not necessary; and besides, I have no thought of dropping out of the procession, nor of failing to keep time with the music. None of you are so young that I cannot learn from you, nor so old that you do not interest me. In fact, age has little to do with our profession; for the teacher who does not live in his pupils, and hence cannot grow old, does not deserve the name.

There is one advantage, also, in getting on in life which I trust our younger members will properly discount. Aside from the consideration it gives one, there is a lengthening background of memory that, in the comfort it brings, almost compensates for the loss of that zest and enthusiasm that inhere in untried powers. It is not that one gathers so much wisdom from the past, but that the pleasures of memory, in some fair measure, balance the joys of expectation. And then, don't forget that while the future is indefinite and uncertain, the past is known and fixed, both as to its limits and its lessons.

I have put in this plea at the opening of my remarks because I purpose to avail myself of the privileges it covers to be reminiscent. In fact, under the conditions that surround me I cannot be otherwise. How many of you, for instance, were born 46 years ago? And yet, just 46 years ago I had planned to establish a business school in Chicago; and just 40 years ago, in connection with other workers, I accomplished it.

In the summer and autumn of 1850 I was residing in Adrian, Michigan, having charge of the Writing Department of the Union School of that village, and pretending to teach the children to do what I couldn't do myself—viz., to sing. I had been a teacher of writing for Bartlett in Cincinnati, and had acquired a thin smattering of Bookkeeping. Uriah Gregory, one of Bartlett's graduates, had started a school in Detroit, and he it was who suggested to me this promising field; for you must know that although Chicago was on the outskirts of civilization, it had then a population of 30,000, and was just entering in earnest upon its great race for preeminence. I wrote to Rev. Dr. Watson, editor of the *Western Christian Advocate*, which had just been started here, asking his candid opinion of my chances. The Reverend Doctor was a friend of mine and a cautious one; and he at once wrote me enclosing an advertisement of Bell's Commercial College, which was already in operation here, and apparently filling the bill. The Doctor's candid opinion was that Chicago would have as much as she could do to support this one school; and so,

not wishing to put an extra strain upon this struggling "Metropolis of the West," I deferred my coming. Six years later, however, when the great Bryant & Stratton "chain" began to plant its encircling "links" in the promising towns of the United States and Canada, I was induced to join these gentlemen in invading Chicago. So, on a bright morning in September, 1856, Mr. Stratton, as proprietor and outside manager, and myself as teacher, opened the Bryant & Stratton Mercantile College of Chicago, in the fourth story of a building now standing on the west side of North Clark Street, just north of Randolph.

Bell was still on the ground, and Gregory, who had not much respect for my courage, had taken his own advice and was on hand to share in the great boom that had struck the town; for within the six years Chicago had nearly trebled in population, claiming now 84,000 inhabitants, with a possible million in sight. How well I remember the aspects of the town and the enthusiasm of its people. The streets, when not paved with mud two or three feet deep, were overlaid with plank, thus saving horses and vehicles from inundation. The grade of the city had been raised, for draining purposes, some six feet or more; and the sidewalks, built of plank, were alternately occupying this double grade, the connections being made by means of wooden steps. So whatever may have been the level progress of enterprise and population, pedestrians had an up and down time of it. There were, as I remember, three morning and one afternoon papers, and Long John Wentworth was the principal citizen. Mr. Stratton, who was a shrewd pioneer, made his first successful manœuvre in capturing the newspapers and enlisting the sympathy and support of this principal citizen. After this, things were easy.

Judge Bell, the proprietor of Bell's College, was a man of great business prestige. He had been treasurer of the Michigan Central Railroad Company, and was both influential and resourceful. Gregory had found him a stiff competitor. Gregory himself was no child. He was fine looking, very religious, and had an eye to the main chance. Observing that Bell had no teacher of penmanship, he at once employed R. C. Spencer, the son of his father, and took occasion to let the world know it. It proved a great card. Stratton was not particularly religious, but he did not lack shrewdness. He saw Gregory's move, and decided to go one better. So he imported the veteran P. R. Spencer, author both of the Spencerian penmanship and of Gregory's star teacher, and opened up a regular family campaign, with all the chances in his own favor. When three months later I left Chicago for other fields, the Bryant & Stratton College had eighty students in daily attendance, with R. C. Spencer at its head.

I have been thus circumstantial concerning the situation here because I wish to place before you the conditions which prevailed in our work 40 years ago. At this time there were in the whole country not to exceed eleven so-called Commercial Colleges. I think I can name them all: Comer's of Boston, Duff's of Pittsburg, Crittenden's of Philadelphia, Bartlett's of Cincinnati, Gundry & Bacon's of Cincinnati, Jones's of St. Louis, Gregory's of Detroit, Bell's of Chicago, Bryant & Stratton's of Cleveland, Gregory's of Chicago, and Bryant & Stratton's of Buffalo.

New York had two or three schools where private instruction was given in Bookkeeping, and the "Great American Penman," Oliver B. Goldsmith, had issued his "Gems of Penmanship," containing his own portrait as a frontispiece, and was one of the best dressed men in the city.

Bartlett was unquestionably the best known and most successful among all these teachers. He it was, I am sure, who first used the name "College" as applying to a school of bookkeeping; and whether it becomes us, his humble followers, to thank him for it, I am not at this moment prepared to say. I will say, however, that whatever right he may have arrogated to himself to use the word College, he stoutly denied everybody else's right. Bartlett was the first public denouncer of textbooks; and his reason, as I felt it to be, was that he was not an author. There was another reason which grew to have some force—viz., that by confining his course of instruction to manuscript he could maintain an exclusiveness not to be invaded, and proclaim a superiority unattainable by any other mortal man. So it was Bartlett's practice, as I remember, to warn every ambitious student against stealing his manuscript for purposes of teaching. And he was always on the point of serving an injunction on Jones of St. Louis and Gundry & Bacon of Cincinnati, both of whom he claimed were thieves of this sort. And he also asserted with great unction that Gregory's entire course of instruction had been stolen from him. In a certain way, too, I think he felt that all that was good in the Bryant & Stratton system had come indirectly from him. I speak of my own knowledge, however, when I say that the Bryant & Stratton manuscript course was obtained directly from actual accountants, which feature the proprietors exultingly paraded, as giving the closest connection with the actual forms and practices of business, as then conducted. . . .

And now, the purpose of this tedious reminiscence is served if it prepares me to place before you the condition of our enterprise in 1856. Up to this time no business school, with the possible exception of Crittenden's and Duff's, used a printed text-book of any sort; and no school of the kind had class instruction in any subject except penmanship. The Spencerian System of Penmanship, through the efforts of the author and his sons and James W. Lusk, had become the standard in all the schools; and the method of teaching from the blackboard, which originated with Mr. Spencer and was followed by his disciples, was the recognized method. None of the Spencers nor Mr. Lusk had much skill in ornamental writing; and it remained for John D. Williams, who was a teacher for Duff, to lead in this department of the art. There had been traveling writing masters through the country who had attained to fair skill in what was known as off-hand flourishing, and who manifested this skill in flourishing German text and weak representations of beasts, birds, fishes and flowers. Their often graceful, even if abortive, designs had the desired effect of attracting the attention of ambitious boys and young men, thus filling up the short term classes of the peripatetic writing master. The more prominent schools were not long in seeing the advertising advantages of these wonderful displays, and so there settled down upon us, with more or less tenacity, this feature, which, admirable as it is in its place, often causes us to be greatly misunderstood, and which really has, and should have, little to do with our earnest work. I say no class instruction was given in any subject except penmanship, so you will understand that the other two branches that were ostentatiously advertised—viz., bookkeeping and arithmetic—were taught individually. Bookkeeping was then, as it has ever been since, and ever will be, I trust, the main study in all the schools, while arithmetic, in its application to commercial uses, was taught in a very perfunctory and spasmodic way, the principal topics being Interest, Averaging Accounts, and Partnership Settlements. Gundry of Cincinnati, who was a graduate of a law school, had made some noise about teaching commercial law and political economy; but it was mainly noise. And when you know that while $40 would pay for a life scholarship in most of the schools the average time of attendance was a little over three months you can estimate the scholastic value of technical business education as it prevailed forty years ago.

And yet, in my opinion, the commercial schools of that day, few as they were, and limited as they were, met the demand that then existed as faithfully and fully as we are meeting the demand of to-day.

As we all know, this department of instruction has grown out of a public necessity, and has been shaped almost entirely by that necessity. The first patrons of the business school were mainly young and middle aged men already in business, who wished to advance but lacked the necessary training. And they sought to obtain this training by using such spare time from their work as they could get, which was mostly in the evenings. The attendance was necessarily irregular and spasmodic, and the instruction wholly individual. The engagement of the teacher was to give the instruction at such time as the student could take it, and to let it extend over whatever space was requisite. This was the occasion and the origin of the "unlimited scholarship." Gradually the advantage of this special preparation for business became apparent, and the constituency changed from middle aged men to boys, and the practice, from irregular and spasmodic attendance to regular and continuous. And thus, gradually and surely, the business schools began to take their place in the recognized processes of education; and men and women of scholastic training began to find in them what their own systems had lacked.

It is proper to say, also, that the advantage of commercial training was being so strongly felt in the community that the public and private schools began to see the necessity of making it a part of their curriculum, and "Commercial Departments" were made a more or less aggressive feature of the general systems of education. In 1848, or thereabouts, Levi S. Fulton, who had charge of the commercial department of the Union School at Lyons, N. Y., joined with Geo. W. Eastman, a teacher of penmanship at Rochester, in preparing a work on bookkeeping adapted to schools. It had an immediate and extensive sale, and drew special attention to the Lyons School Commercial Department. Under this impulse Mr. Fulton originated a system of business practice, which was unique and suggestive, and was the precursor of the "Actual business" feature so successfully put before the public in 1859 by H. G. Eastman, a nephew of George W., whose famous Poughkeepsie Business College began its career about that time. And here is the proper place to say that while Bartlett was responsible for the use of the word "College," Eastman it was who gave the qualifying term "Business." And it is also proper to say that to H. G. Eastman more than to any other teacher, living or dead, is due the impetus which was given to what is generally known as Business Practice, while to the combined schools of the Bryant & Stratton chain is due the feature of intercommunication which now constitutes so important a part of the practice work of the best Business Colleges and which illustrates more fully than any other method possibly can the actual details and processes of business as it is conducted on a large scale and affords the only realistic practice in correspondence and transportation.

Until the Bryant & Stratton system was inaugurated no concerted action had taken place among the individual schools and the fiercest kind of competition existed. There was nobody to stand up for the general interests of education for business, and no school had any sure knowledge of what any other school did or thought. As a rule, the proprietors of schools in the same city did not know each other—or at least, did not speak as they passed by. The first convention of business college teachers ever held in this country was held in the city of New York in the Christmas week of 1863, the members consisting wholly of the local principals of the Bryant & Stratton Colleges, eighteen or twenty in number. An adjournment was made to the summer of 1864 in the same place. The succeeding summer of 1865 a week's convention of the same coterie was held in Chicago, and it was, in many respects, a memorable meeting. I was secretary of that meeting, and had the pleasure of writing it up and printing the record in a formidable and obtrusive volume. It was written after the convention was over, and entirely from memory. I made every member a speaker, and a good one; putting in his mouth what he should have said, and giving to the public what I felt the circumstances demanded. Nobody ever found fault with the "Report," and the great majority of the interested members expressed themselves as "proud of it." I am afraid that was my own mental condition.

One thing developed by these meetings was that there was a common ground upon which the commercial teachers of the country could stand; and a common cause which they could unite in maintaining; so that when the "chain" dissolved, as it did in 1867, the links thereof held together, not by mechanical welding, but by a community of interest and a community of sentiment. And whatever may be said of the Bryant & Stratton movement that established over 50 colleges in so many of the principal cities of the continent, it must never be forgotten that it opened up the way for fraternal feeling and free discussion, which has continued and increased to this day. The larger movement which culminated in the Business Educators' Association of America originated in New York in 1878 as a Penman's Convention. It was mainly brought about by THE PENMAN'S ART JOURNAL, the point of interest being that it was called as a convention of teachers and not of school proprietors. At the Chicago meeting in 1880, the new designation "Business Educators' Association" was conferred upon the body, which it has held with more or less tenacity to this day. I say with "more or less" tenacity, for the reason that the body no longer exists in its separate capacity, but has become a department of the National Educational Association. The reasons for making this change seemed cogent and impressive; and it is not yet fully decided whether the movement was wise or otherwise. There can be no doubt that we are a *department* of education, and if our mingling with the great body of educators serves to define our functions so that the public will understand and honor them, we should be content.

The present meeting is a thing by itself, and was not promoted to supersede nor to supplement any other interest. It came about naturally in the order of evolution, and no one person or set of persons is responsible for it. It simply had to be, and is.

It is, moreover, the expression of the first concerted movement to recognize the entire purpose and scope of what has been somewhat indefinitely known as American Business Education.

Perhaps I may be excused for saying that it had its origin in the Educational Exhibit of the World's Fair of 1893. It is known to you all that the Business College Exhibit of the great Exposition attracted more attention and more close inquiry than any other educational presentment at the Fair. It was, in fact, the only "live exhibit." And the visitors most interested were intelligent foreigners to whom enough could not be said about the "new departure in American Education." The person who had charge of this exhibit felt the lack of some positive, clear, satisfactory subdivision of active work that would be conclusive as well as impressive, and save the necessity of elaborate explanation. Should any of those intelligent foreigners attend upon the sessions of this convention their curiosity ought to be satisfied, and their legitimate questions answered; for if we do not here illustrate the American system of business education, in its spirit and intention, we have come upon a fool's errand. For the first time in our conventions is full recognition given to the departments of our work; each department being, in fact, a convention by itself with full power over its own deliberations and conclusions, while in the federated body, where all interests are equal and all rights maintained, subjects of general interest are considered with equal freedom.

(*To be continued.*)

Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUPT OF SUBSCRIPTION DEPT.

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We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

Business Educators' Section of the N. E. A.

The business department of the National Educational Association, in point of numbers and enthusiasm, at the recent Milwaukee meeting, probably was ahead of any previous convention since the B. E. A. merged their identity into the general association. The following teachers of penmanship and commercial branches are registered as present and taking part in the proceedings:

Allen Davis, Washington, D. C.
Mrs. M. E. Swayze, Grand Haven, Mich.
Lucy E. Keller, Duluth, Mich.
F. B. Moore, Indianapolis, Ind.
W. C. Stevenson, Emporia, Kans.
H. M. Rowe, Baltimore, Md.
A. N. Palmer, Cedar Rapids.
A. J. Rider, Trenton, N. J.
W. F. Lyon, Detroit.
H. B. Chicken, Springfield, Ill.
F. B. Richardson, Boston, Mass.
D. W. Springer, Ann Arbor, Mich.
W. C. Isbell, Terre Haute, Ind.
Mrs. Sara A. Spencer, Washington, D. C.
C. H. Pierce, Evansville, Ind.
C. E. Benton, Chicago, Ill.
E. L. Casterton, Racine, Wis.
J. W. Johnson, Des Moines, Ia.
O. A. Hoffmann, Milwaukee, Wis.
H. Champlin, Cincinnati, O.
J. H. Woodruff, Indianapolis, Ind.
A. A. Clark, Cleveland, O.
J. M. Mehan, Des Moines, Ia.
Mrs. J. M. Mehan, Des Moines, Ia.
Emma Hatch, Milwaukee, Wis.
G. W. Brown, Jacksonville, Ill.
U. G. Moore, Springfield, Ill.
Arcola McLean, Spring Lake, Mich.
Addie M. Moore, Muskegon, Mich.
C. R. Folsom, Milwaukee, Wis.
Mrs. A. J. Barnes, St. Louis, Mo.
A. D. Humbert, Rockford, Ill.
Richard Egan, Janesville, Wis.
Anna M. Hall, McConnelsville, O.
J. H. Bachtenkircher, La Fayette, Ind.
R. B. Seymour, Rochester, N. Y.
Arthur J. Barnes, St. Louis, Mo.
C. C. Curtiss, Minneapolis, Minn.
D. M. Willis, Morgantown, W. Va.
C. R. Wells, Rochester, N. Y.
Mrs. C. R. Wells, Rochester, N. Y.
E. E. Gaylord, Cleveland, O.
B. B. Jones, Lexington, Ky.
E. J. Heck, Indianapolis, Ind.
R. G. Deming, Madison, Wis.
E. I. Fish, Saginaw, Mich.
Isaac L. Dement, Chicago, Ill.
A. L. Gilbert, Milwaukee, Wis.
Geo. M. Guest, Milwaukee, Wis.
O. P. DeLand, Appleton, Wis.
J. T. Blanchard, Milwaukee, Wis.
Richard Rahnke, Ahnapee, Wis.
Ernest Bruemmer, Ahnapee, Wis.
A. W. Peterson, Helena, Mont.
H. W. Ellsworth, New York, N. Y.
H. M. Wilmont, Milwaukee, Wis.
W. H. Calhoy, Elgin, Ill.
M. A. Grove, Harrisburg, Pa.
T. D. Hart, St. Francis, Wis.
S. H. Goodycar, Chicago, Ill.
Carl C. Marshall, Battle Creek, Mich.
O. P. Berg, Mt. Hareb, Wis.
Jno. G. Natus, Milwaukee, Wis.
F. D. Cross, Oshkosh, Wis.
L. V. Paterson, Racine, Wis.
Geo. J. McDaniel, Milwaukee, Wis.
W. S. Osborn, Pontiac, Mich.
D. W. Hoff, Providence, R. I.
H. W. Rathbun, —
R. C. Spencer, Milwaukee, Wis.
Edward H. Spencer, Milwaukee, Wis.
L. M. Thornburgh, Cedar Rapids, Ia.
E. H. Beach, Detroit, Mich.

It is notable also that the programme outlined was followed out more strictly than has been the case heretofore. THE JOURNAL was represented by L. M. Thornburgh.

Writing had the first call, the opening session on Tuesday, July 6, being devoted to that branch. H. Champlin, Supervisor of Writing, Cincinnati, led off with a paper describing his methods of work. Discussion participated in by C. C. Curtiss, W. F. Lyon, C. H. Pierce, E. E. Gaylord, and A. J. Rider. Supervisor W. F. Lyon of Detroit followed with a paper on the correlation of penmanship lessons with every day work of pupils. Discussion participated in by H. Champlin, W. C. Isbell, C. C. Curtis, Robt. C. Spencer. Then came a talk on teaching of penmanship in public schools—how it is done and how it ought to be done—by W. C. Stevenson of the Kansas State Normal School, Emporia, Kans. Discussion participated in by G. W. Brown, C. H. Pierce, Lucy E. Keller, W. F. Lyon, F. B. Richardson, Robt. C. Spencer, J. H. Woodruff. The question of whether any exact slant or style of writing should be taught was discussed by Supervisor C. H. Pierce of Evansville, Ind.

At the Wednesday session, B. B. Jones of the Lexington, Ky., B. C. discussed the value of an employment bureau as a means of advertising. This was followed by a paper on "How I Would Interest the Student in H²s Lesson," by F. B. Richardson, Dean of Burdett Coll., Boston. A variety of topics were treated in an ensuing general discussion participated in by a number of members, including E. E. Gaylord and Allan Davis. An evening session was held on Wednesday, at which President A. N. Palmer delivered an interesting address. J. M. Mehan, C. C. C. C., Des Moines, Iowa, treated of correlation and co-ordination of business branches. Mrs. Sara A. Spencer, Washington, handled the course of training in English, shorthand and typewriting, Isaac S. Dement and others joining in the discussion. Rapid calculation, business arithmetic and higher accounting were the themes of a paper by Samuel H. Goodyear, the Chicago publisher of text books.

At Thursday's session, D. M. Willis of the commercial department of the W. Va. Univ., Morgantown, W. Va. conducted a model class in commercial geography. The same office with relation to correspondence and spelling was performed by C. C. Marshall of the editorial staff of the Ellis Publishing Co., Battle Creek, Mich. Edward H. Spencer closed with a class in law.

George W. Brown, Jacksonville, Ill., B. C., opened the session on Friday with his method of starting a beginner in bookkeeping. "How We Teach Banking" was the subject of a descriptive talk by A. J. Rider of the Trenton, N. J., B. C. D. W. Springer of the business department of Ann Arbor, Mich., High School told about the teaching of business forms in starting a beginner in bookkeeping.

At Friday night's session some routine business was conducted, after which the convention listened to a scholarly paper by Chas. H. Thurber, Prin. of Morgan Park Academy, Univ. of Chicago, on "Is the Present High School Course a Satisfactory Preparation for Business? If Not, How Should It Be Modified?" "Brains in Bookkeeping" was the theme of E. H. Beach, editor of the *Book-keeper*, Detroit. "Laws and Ethics of Business, Duties of Citizenship, Science of Wealth" received careful attention at the hands of Dr. H. M. Rowe, associate author of the "Sadler Budget System," Baltimore. Robert C. Spencer, Pres. of the Wis. B. C., and others took a hand in the discussion. The subject of shorthand was discussed at this session by Isaac S. Dement, Pres. of the Shorthand Section of the Western Penmen's Association. The sessions of the convention were held in the rooms of the Spencerian B. C., and a right royal welcome was extended to visitors.

The officers elected for the ensuing year, are:

D. W. Springer, Ann Arbor, Mich. president.
A. N. Palmer, Cedar Rapids, Ia., first vice-president.
W. F. Lyons, Detroit, second vice-president.
D. M. Willis, Morgantown, W. Va., secretary.
Allan Davis, Washington, D. C., chairman Executive Committee.

Penmanship B's.

PENMAN'S ART JOURNAL:

Did it ever occur to you that a large number of the fine penmen of the country bear names beginning with the letter "B?" This has often been brought to my attention, but I do not mention it simply because my name happens to begin with that letter. I am not fine.

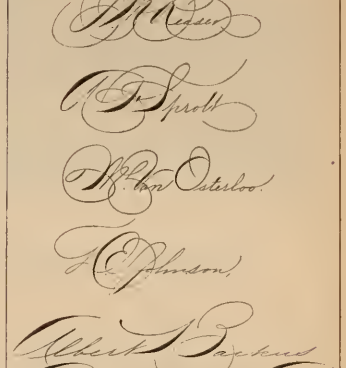
Below are a few of the names that occur to me: Briley, Brown, E. L.; Brown, G. W., Jr.; Burnett, Bartow, Bachtenkircher, Behrensmeyer, Burdett, C. A.; Burdett, F. H.; Bloser, Beacom, Baldwin, Bigelow, Braniger, Brock, Bartlett, Byrne, Bixler, Benton, Bussard, Bruner, Bennett, Barringer, Bryant, Burdin, Barbour, Barber, Banks, Bliss, Beatty, Boggs, Bayless, Bentel, Blickenstaff, Bacon.

I may be wrong, but don't think any other letter can furnish such a large list of good ones.

Yours,
N. C. BREWSTER

ELMIRA, N. Y.

THE JOURNAL'S AUTOGRAPH REGISTER



J. M. REASER, DOVER, N. J., B. C.; A. F. SPROTT, CENTRAL B. C., TORONTO, ONT.; M. VAN OSTERLOO, FORT SMITH, ARK., B. C. (SINCE DECEASED); D. E. JOHNSON, CHICAGO; ALBERT BACKUS, NORMAL, NEB.

Cut It Short.

It you've got a thought that's happy,
Boil it down;
Make it short and crisp and snappy—
Boil it down.
When your brain its coin has minted,
Down the page your pen has sprinted,
If you want your effort printed,
Boil it down

Take out every surplus letter—
Boil it down;
Fewer syllables the better—
Boil it down.
Make your meaning plain—express it
So we'll know, not merely guess it—
Then, my friend, ere you address it.
Boil it down.

Boil out all the extra trimmings—
Boil it down;
Skim it well, then skim the trimmings,
Boil it down;
When you're sure 'twould be a sin to
Cut another sentence in two,
Send it on—and we'll begin to
Boil it down.

—*L. A. W. Bulletin.*

The Practical in Education.

The public school management of Stamford in this State decided this fall to add cooking to the list of things taught. It was contended beforehand that there was no demand for such instruction. Arrangements were made, however, for three classes of fifteen each, forty-five in all; and, lo! eighty-six applied to be taught. That shows something of the inclination that prevails everywhere now toward the practical in education. Another illustration is furnished in that same town. Accommodations were provided for eighty pupils in woodworking, and when school opened one hundred applied.

Stamford is no exception. The same tendency prevails all about. Here in Hartford, Superintendent of Schools A. F. Gates has announced that cooking and sewing will be taught in our free evening school. The town has voted to establish manual training at the High School, and in such of the district schools as have already taken it up its popularity and success are already manifest.

The drift is that way. It is immaterial to the public whether teachers themselves have originated or only acknowledged this movement. It is here, and its effect upon education is likely to be decidedly beneficial.—*Hartford Courant.*

Every successful man is an emergency man.
Our country, right or wrong.—*Stephen Decatur.*

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

No. 5.

It has been the aim and pride of authors and publishers of the penmanship world to produce the most beautiful, accurate, systematic and uniform copies imaginable and possible. The result has been what was so much desired—viz., ornate, fine lined, accurate, systematic, uniform, skillful letters. The object was to secure something "standard" and *ideal*. Standard, as regards uniformity in proportion, slant, spacing and angles, and ideal as regards beauty in symmetry, curvature, delicacy and grace. The realization of these desires has resulted in a series of forms that are as uniformly systematic and accurate as human genius, industry and patience could make them, and as beautiful and skillful as human talent and taste could evolve and execute.

The hope of these authors and publishers was to create all this beauty and system and yet to maintain speed in execution. The fact that no man has yet been able to write rapidly and conform to the rules governing the beauty and construction of the forms evolved indicates that the hope was without sufficient foundation to warrant all the labor. The result is that the people are finding through experiment (expensive and long suffering though it has been) that the product of these fancy forms is not as fruitful of beauty, legibility or speed as was hoped and claimed. Many still believe that the forms are all right, but that the instruction has been all wrong. Many more think that the forms have been all wrong, but that the instruction was right. As many more, perhaps, do not think much about it or do not know where the wrong lies.

All, however, seem to be well nigh unanimous in the opinion that improvement is needed somewhere, as people do not write as well as they should when they grow to be men and women. To indicate where the chief evil is and how to eradicate it (as I conceive it) is the object of this paper.

As writing is generally employed for the purposes of expressing thought and recording transactions, it is essential that it should be unmistakable in form and speedy in execution. It would therefore seem that legibility and speed are the chief requisites of a handwriting. To be serviceable in expressing thought it should be as simple as possible in order that it may be executed without thinking as to the formation of the letters while they are being executed. If the letters are intricate and fancitul they take direct thought for their execution, and direct thought should be employed in conception and composition. It must therefore be clearly evident to any one who thinks seriously about the matter that any style of writing that requires direct thought in the formation of its letters is too complicated in thought and execution for ready expression.

Herein our greatest mistakes have been made. Our forms have been so restricted and governed by rules that they have demanded too much attention and skill in their execution. Forms have been constructed by preconceived rules of spacing, curvature and proportion, with a view of evolving something exquisite in outline and symmetry. Beauty has been the predominant idea. Is it any wonder that our writing fails to satisfy the business world? A glance at the accompanying plate will reveal what I have been trying to make plain.

The remedy lies in constructing a system of penmanship that is based upon legibility and speed. If it is homely it will, no doubt, be like most homely people—viz., *useful*, a most commendable quality indeed. But it need not necessarily be offensive to sight. The form may be plain, simple, legible, rapid, easy and characteristic without being opposed to the law of optics and æsthetics.

To be perfectly legible we want forms that are much unlike rather than similar. We want *u*'s that are unlike *n*'s and *o*'s that are unlike *a*'s. We need *r*'s that do not look like *r*'s nor o's, and *w*'s that do not resemble *to*'s. We want letters that are dissimilar rather than uniformly alike. Each letter should be as distinct in form as the sound it represents—nothing more should be expected, nothing less accepted.

With our straight-backed loops with crossings one space in height, straight-backed *c*'s and *e*'s, and angular turns and non retrace angles we have had conditions which favored a system of letters so similar in form that legibility has been seriously impaired where speed has been attempted—a system requiring movements that are so monotonously regular, direct and angular as to be seriously tiring and rigid.

Relief, it seems to me, is possible in the introduction of sharp angles, round turns, small, plain capitals, short loops, little slant and variable movements. Become familiar with the forms illustrated and movements employed in their execution as illustrated in the lower half of the plate herewith entitled "Which is the More Sensible?" and if you do not feel like exclaiming "*Eureka!*" I should like to know it. You will doubtless find it to be as easy and sensible as it seems simple and natural.

WHICH IS THE MORE SENSIBLE?

This is a specimen of rapid penmanship—the natural outgrowth of non-retrace angles, semi-angular turns, long initial and final strokes, tall loops, much slant, and inflexible movements.

This is a specimen of rapid penmanship—the natural outgrowth of retrace-angles, round turns, no initial and final strokes, short loops, little slant, and flexible movements.

BY C. P. ZANER, ILLUSTRATING HIS ACCOMPANYING PAPER.

Writing for the Printer.

Not long since a business man of London, England, brought an action for damages against the proprietors of Lloyd's paper, because an advertisement had been inserted incorrectly. But the jury promptly brought in a verdict for the newspaper, on the ground of illegibility in the writing of the "copy" given to the printer.

It is probably true that nine tenths of the "mistakes of the printer" are owing to somebody's illegible writing. Certain it is that printers seldom make errors—especially errors in verbiage—when they set up printed copy.

"Pens and Types," a recent publication, recites a number of ludicrous typographical blunders, originating in that execrable scrawling that some people reel off under the mistaken impression that they are writing.

An enthusiastic Epworthian wanted to write something about "brighter days of the League," but the printer could only see it, "lighter dogs of the Seine."

An editor with a penchant for Latin phrases wished to state that the opinions of a rival should be taken "cum granum salis," but the unclassic printer made it "cure grannie rats."

A reporter complimented a lecturer's knowledge of "Sinaitic antiquities," but when the paper came out the learned traveler was surprised to learn that he was renowned for his familiarity with "Satanic ambiguities."

After puzzling over the illegible title of a manuscript essay, the printer finally set it up, "Theological Investigations on the Motive Power of Heat." The paper did not deal with the punishment of heretics but treated of the steam engine, and the writer had tried to write, "Theoretical Investigations, etc."

The editor of an out West paper thought he had written, "Dr. Jordan will tell how he ascended the Matterhorn," but the people who read the paper flocked to the town hall the next morning to hear how Dr. Jordan had "assaulted the Rattlebrain."

The reporter of a mask ball recorded in his notes that "Miss B. carried an odorous bouquet." Imagine the horror of the young lady when she read in the "Society Column" that she had carried an "audacious bug-net!"

But these grotesque and self-evident blunders are more endurable than those that belitle or obscure the writer's thought, and which carry no suggestion of typographical error. The following is a case in point:

A paragraph in a published essay read: "Nature intended man for a social being. Alone and isolated, man would become impatient and peevish."

This is true, no doubt, but how weak! How could the poor printer know that the author had intended to end his sentence with the words, "Impotent and perish?"

It is common to place the burden of blame for these and similar blunders upon the broad shoulders of the "intelligent compositor," but nine times in ten the "intelligent compositor" takes more pains to give the ideas of the author intelligible expression than does the author himself. It is not the printer's business to expert the devious chirography of the careless "quill-driver," but nevertheless, he often suffers a personal loss of valuable time in doing so. If people could see the sort of slovenly hieroglyphics that so often makes up the "take" of the poor typo, they would wonder that mistakes are not more frequent than they are.

The moral of all this is: When you write for other people to read, write plainly. Individualize your letters, dot your "i's," cross your "t's," and punctuate your copy as you want it to appear.—*The Phonographic Journal.*

A New Slant to the Currency Question.

The vertical system of writing has been adopted for the State. This, however, need not deter subscribers who are in arrears from sending us a brief note written on the slant system, with the amount owing inclosed. We accept money and benedictions on either system.—*The Western School Journal.*

Trifling With Culture.

A competitive examination of applicants for the positions of porter and errand boy in the Boston Public Library was held recently. One of the candidates for porter shocked the examiners by his display of frivolity in evading questions which he could not answer. He did not get the position. The paper as printed is as follows:

Q.—Describe briefly the difference, as recorded in history, between a Pilgrim and a Puritan.

A.—One was a cootorboard and the other a fin-keel.

Q.—Through what States does the Mississippi River pass?

A.—Its usual state, mud and water; does not alter.

Q.—Where are Louisville, Detroit, Caracas, Sierra Leone, Cyprus, Stockholm, Budapest, Berne, the Orinoco River?

A.—The exact locations of these places, as indicated in present maps, have been seriously questioned, and I cannot undertake to settle the dispute without further inquiry. The Orinoco River passes in a not altogether straight course through the Orinoco Valley, and is fed by various feeders.

Q.—Where is Chicago?

A.—I don't know. I am a New Yorker.

Q.—Where is Cleveland?

A—He won't tell.

Q.—Describe a feasible course for the circumnavigation of the globe, mentioning all bodies of water which would be passed through.

A.—In a balloon. No waters would be passed through.

Q.—What was the cause of the war of 1812 and of the Mexican war?

A.—Love for fighting, with excuses.

Q.—Describe two famous naval battles of any age.

A.—The ships which were to contend with each other approached, and an engagement ensued in which one side got the worst of it. The fight then stopped. This describes all naval battles and of any age.

Q.—Mention in chronological order the political parties in the United States which have in turn controlled affairs from 1789 to the present.

A.—Not having been an office holder during any of the periods referred to these facts have escaped me.

Q.—What was the French revolution? Give dates and tell in a few words what causes produced it.

A.—The French revolution was an uprising among the French people. I cannot "give dates" because this revolution only occurred once. It was caused by the desire to kill those whose faults were different.

Q.—How may the races of mankind be chiefly divided?

A.—Losers and winners.

Q.—What does the Indo-Germanic family include?

A.—Indians and Germans, but in Kansas the combination is said to be not a success.

Q.—Is there any distinction ethnically between the Chinese and Japanese; if so, what?

A.—Yes. The Japanese can fight.

Q.—What is a troubadour?

A.—The troubadour is now extinct, and the question should inquire as to what a troubadour was.

Q.—Name the present Poet Laureate.

A.—A Western paper lately said his name was "William Watson."

Q.—What is (1) a vade mecum, (2) a concordance, (3) a digest?

A.—If you swallow No. 2 you will have No. 1 for want of No. 3.

Q.—What do you understand by the phrase "blank verse?"

A.—General weariness.

Q.—Name an English author who used it.

A.—It never had any use.

Q.—What do you understand by an "oration?"

A.—A speech over the dead body of Cæsar.

Q.—Of what persons are the following pseudonyms; Mark Twain, George Eliot, Currer Bell, Jean Paul?

A.—Their real names don't count.

Q.—Why are these pseudonyms used?

A.—To create mystery—for advertisement.

Q.—What is the difference between a university and a college?

A.—It is merely one of degree.

Q.—What is secondary education?

A.—Taking things on heresy.

Q.—What do you understand by university extension?

A.—The Yale boat race in England.

Q.—What do you understand by the word "fetich?"

A.—A yellow dog, for luck.

Q.—Tell what you know of the origin of penny postage, the electric telegraph, the submarine cable, the discovery of anæthetics.

A.—I know nothing, and I claim full marks for this, as entirely complying with the direction.

Q.—Why is piracy now practically extinct?

A.—Through change of name. Except in the book business it is now called "diplomacy," "trusteeship," etc.

Q.—Give a plausible explanation of the origin of the Indians of America.

A.—There is none.

Q.—What, in a few words, are transcendentalism, epicureanism, and utilitarianism?

A.—The first means thinking on the roof while living in the basement; the second means living high on $7.50 a week; the third is the study of how to do so.

Q.—Name in chronological order the various peoples which have inhabited England.

A.—England has been inhabited by English only. Various foreign people arrived, but immediately became English.

Q.—What does the present British empire include?

A.—Everything it could grab, except the United States, Venezuela, Ireland, and some of the surrounding planets. —*Baltimore Sun.*

ODD FREAK IN MISSOURI.

Greatest Mathematical Wonder of the World.

In Johnson County, Missouri, near the village of Fayetteville, there lives the greatest mathematical wonder of the world. His name is Rube Fields. He is a familiar figure on the streets of Warrensburg, where at odd intervals he may be seen wandering around or standing quietly on a corner staring vacantly into space. His powers have been abundantly tested and are doubted by no one here. He has the peculiar "gift" of solving, without a knowledge of accepted rules or the use of written figures, any arithmetical problem propounded to him. It is asserted by some who have experimented with him that he is not accurate, but it is safe to say that where he can be made to fully understand the proposition his intuitive answers have been correct. The boyhood of this strange character was that of an overgrown country lout, with boorish manners and silly mind. He did not and would not go to school, says a correspondent of the Chicago *Record*, and he asserts now that if he had done so he "would have become as big a fool as other people."

Rube Fields is betwen forty and fifty years of age. As he stands upon the street corner, with hands in pockets, his slouchy dress indicates poverty both in purse and pride. He cares, perhaps, as little for money as for personal appearance.

He rarely speaks unless spoken to, and his replies are erratic. If he slips inside a storeroom or office, he stands stolidly gazing into vacancy. If unnoticed he sometimes opens the conversation, but if addressed, replies most often curtly and recklessly.

Give Rube Fields the distance by rail between any two points and the dimensions of a car wheel, and almost as soon as the statement has left your lips he will tell you the number of revolutions the wheel will make in traveling over the track. Call four or five or any number of columns of figures down a page, and when you have reached the bottom he will announce the sum. Given the number of yards or pounds of articles and the price, and at once he will return the total cost—and this he will do all day long, without apparent effort or fatigue.

A gentleman relates an instance of Fields' knowledge of figures. After having called several columns of figures for addition, he went back to the first column, saying that it was wrong and repeating it, purposely miscalling the next to the last figure. At once Fields threw up his hand, exclaiming: "You didn't call it that way before."

Fields' answers come quick and sharp, seemingly by intuition. Calculations which would require hours to perform are made in less time than it takes to state the question. The size of the computations seems to offer no bar to their rapid solution, and answers in which long lines of figures are reeled off come with perfect ease. In watching the effort put forth in reaching an answer, there would seem to be some process going on in the mind, and an incoherent mumbling is often indulged in, but it is highly probable that Fields does not himself know how he derives his answers. Certain it is that he is unable to explain the process, nor has any one ever been able to draw from him anything concerning it. Almost the only thing he knows about the power is that he possesses it, and, while he is not altogether averse to receiving money for his work, he has steadily refused to allow himself to be exhibited.

About the only use to which his mathematical ability has ever been put has been by merchants in making invoices. He often makes queer offers in this regard. One day he wandered into the office of a stone quarry near here and announced that he had come to "take stock."

In addition to his mathematical gift, this man possesses the power of telling the exact time. It is positively asserted that though he be awakened from a deep sleep he can immediately tell the hour and minute of the night. This has been tested so often in the daytime that it has become common for the people to ask him for the time. Often a very unceremonious answer is returned, for to doubt the reality of his power arouses resentment. Sometimes he will answer: "Time to set 'em up," or again, pointing, "There's the clock." After telling the time, if he is told what your watch indicates, he will, on the next day, tell you the time, and also the time as shown by your watch.

How this feat is performed is as much a mystery as the process by which he solves a problem in arithmetic. He answers no questions. Rapid mathematicians, men of study, who, by intense application and short methods, have become expert, have sought to probe these two mysteries, but without results. Indeed, the man's intelligence is of so low an order as to prevent him from aiding those who seek to know. With age, too, he grows more surly.

Of what vast value this "gift" might be to the world of science if coupled with average intelligence is readily imagined. That it will be ever understood is unlikely. As it is, the power staggers belief and makes modern psychology, with its study of brain cells, stand aghast.

As to poor Fields himself, he excites only sympathy. Homeless, unkempt and uncouth, traveling aimlessly on a journey which he does not understand, he hugs to his heart a marvelous power, which he declares to be a gift from God. To his weak mind it lifts him above his fellow-men, and yet it is as useless to the world as a diamond in a dead man's hand.

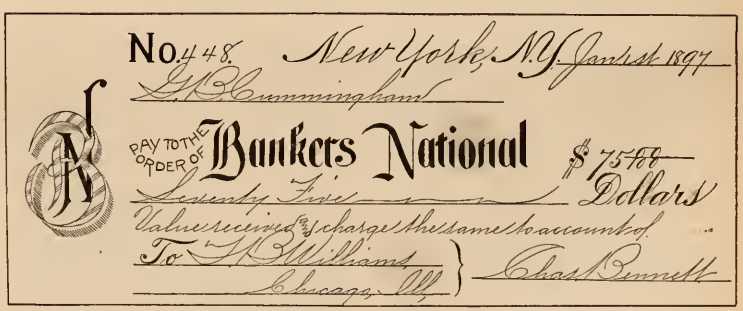
Ft. Wayne, Ind. 6. 8. 97

Friend Ames

Enclosed you will please find a specimen draft for the Penmans Art Journal, hoping it will please you.

Fraternally,

E. L. McCain



THE ABOVE SPECIMENS ARE BY E. L. McCAIN, FORT WAYNE, IND., B. C.

Penmanship—Yesterday and To-Day.

To determine when man first began to record his thoughts would be a very difficult matter, but ancient history tells us that characters were used in writing long before the Christian era.

The early advocates had very crude ideas of writing, and cruder still of teaching it. During the fifteenth and sixteenth centuries the style of writing was something on the order of the school boy's style of printing to-day. The letters were drawn out with a finger movement in a very laborious manner, were not connected, and approached the vertical in slant. By and by penmen found that they could connect the letters and write them more rapidly. From the disconnected style was developed a style similar to the style engrossers use to-day. Every down stroke was shaded and the pen was lifted at the end of every stroke.

Thinking men found that this style was too slow for the advancing business ideas, and they came to the conclusion that an angular style would be better suited to the times. This was soon found to be impracticable, for in rapid work it became illegible.

That prince of penmen, Spencer, did more than any other man to revolutionize the penmanship of the English speaking nations. After years of thought and practice he gave us the Spencerian style, and to day it forms the groundwork of all systems of slant penmanship. In fact, the Vertical is an evolution from this style of writing.

A. F. Newlands, Supervisor of Writing in the Kingston, Ontario, public schools, was the first man to place Vertical writing before the people. He claimed too much for his style, like all advocates of any new thing, but he has been a great help to the Science of Penmanship.

Which is the better style, Vertical or Slant, can be determined only by experiment. Each system is advocated by some of the most prominent penmen in the country. Vertical advocates become enthusiastic and claim too much for their style of writing. It will not cure curvature of the spine, neither will it bring sight to the blind, as some are inclined to think; but there is one thing it has done, even if it proves a failure: Teachers and patrons have become aroused from their long sleep and have begun to think. Penmanship is receiving more attention to-day than it ever did, and it is the result of the efforts of the vertical advocates. The Penman's Art Journal has been publishing discussions from both sides for the last two years, and at times very warm words have passed between the authors of the articles.

When Professor Newlands first began to advocate his style of writing Kingston was the only city in which Vertical penmanship was taught. Now it is taught in hundreds of cities and towns in the United States and Canada. Vertical writing has many good points, but whether it is better than the Slant I am unable to say. There is one thing sure, it has given penmanship a new impetus, and in a few years we will be able to say which is the better system. Give it a thorough trial, and, above all, prepare yourself for teaching it. It is not necessary to become a skilled penman in order to be a successful teacher of penmanship. Some of the finest penmen in the United States would prove failures if placed in the school room. Make your instruction scientific, systematic and harmonious and you will be successful.

There is very little difference between the positions in writing Vertical and Slant. The same position of the body is retained; the paper is placed so that the top of the paper will be even with the top of the desk; the up strokes are made more curving. The pen is in a better position if placed between the first and second fingers.

The different styles of writing do not concern the average teacher as much as the best methods of giving instruction. Penmen have been talking and thinking the matter over for years, and a dozen different methods have been presented and discarded. After all these years of thought and development, we come down to to-day with three methods of teaching and practice. Which is the best we will demonstrate by a description of each. But first we will see what the business man wants. The business man of to-day wants a style of writing that is rapid, legible and easily written, and does not care whether it is Vertical or Backhand. He wants a style that is easily written, because he knows that if his bookkeeper or office clerk is doing his work in a laborious manner the interest that he manifests in his work will not be very great; he wants a rapid style because he does not care to employ more help than is absolutely necessary to do his business in a business-like way; he wants a legible style because he does not care to be misunderstood.

How can this style of writing be secured? Can it be secured by a method that takes nothing into consideration except form? We will see.

The Form or Finger movement is this: The child is taught to make the forms with the fingers by simply drawing them. He is never told anything about movement, and oftentimes does not know what the word movement means. His practice paper is usually ruled in small squares. He looks at his copy and strains every nerve to make the form like the copy. As far as form is concerned he will succeed, but the lines will be cramped and broken, and it will be necessary for the child to stop every few minutes to rest. As long as he is in the lower grades his writing will be legible, but as soon as it becomes necessary for him to write rapidly his work becomes a mere scrawl. He has no idea of movement, and in his hurry to get out his work his letters lose all resemblance to form, and oftentimes he is unable to read his own writing. Any one who will take the time to examine some of the letters of application that the Chicago, New York or St. Louis business men receive will not wonder why so many people are out of employment.

The rapid or so-called Muscular movement is this: The teacher places an exercise on the board and tells the pupils to go to work. Perhaps he counts 1, 2, 3, 4, etc., so rapidly that the child in one-half hour is exhausted completely. In a room with forty or fifty different temperaments the instruction will be the same. Some of the pupils may be able to do the work in a way, while others will not be able to approach the task assigned. Nature has laws that must be obeyed, and the teacher, if he wishes to make a success of his work, must take these laws into consideration when outlining the course of study.

Horsemen, when training their horses for the track, do not force them to perform their greatest speed the first time around the track, for if they did the horse's speed would be ruined; neither can we, as teachers, expect to secure good results by forcing the pupil to practice at his greatest speed at the beginning. If the child's make-up will permit him to go through such a course, he will come out with a style of writing that is neither legible, beautiful nor practical. This method of teaching may secure a rapid hand, but it will not be legible, and therefore is not desirable.

The Combined Method is this: The pupil is given exercises that will give him an idea of movement. After working on these for a day or two the letters are introduced, beginning with the simplest forms of the one space letters. As the pupil becomes stronger more difficult letters are introduced.

The letter *n* is the simplest, therefore I would begin with that letter. But few muscles are called into action in making that letter and all the strokes are plain ones. I would follow this letter with *m*, as it is most nearly related to *n*. The letter *x* should follow *m*. *X* has one stroke that is not found in any other letter, but the child can be taught very readily how to make it. The stroke should be made from the base line up and should extend no higher than the main body of the letter.

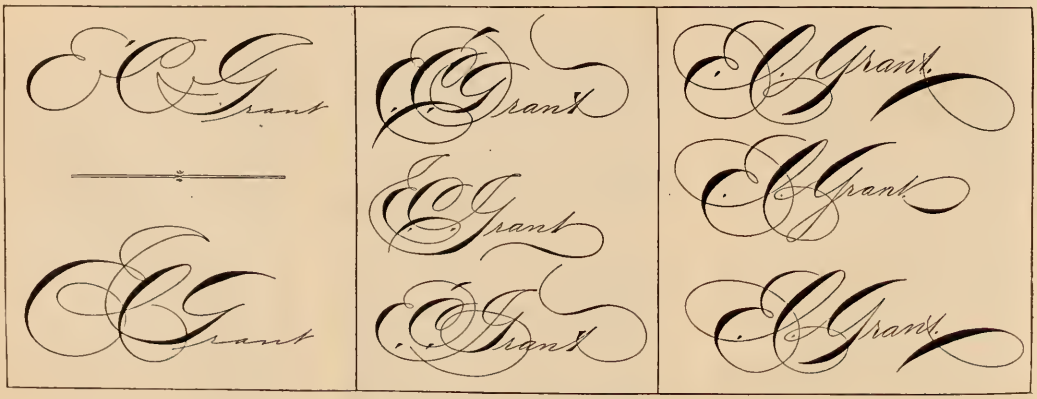
It is better to begin with the left curve letters, as the muscles performing the greater part of the work are those that can be more easily controlled.

I would follow *x* with *v*, *o*, *a*, *i*, *u*, *w*, *e*, *c*, *r* and *s* in the order in which I have named them. After *s* I introduce the loops above the line, following them with the loops below the line. The loops above the line require a less complicated movement, therefore they should be introduced first. Follow the loops with the semi-extended letters *t*, *p*, *d*, *q* and *f*.

Before I introduce the capitals I give the pupils exercises that will develop a rolling gliding motion.

As soon as the pupil has an idea of the movement introduce a letter, and as soon as the letter can be made fairly well place it in a word.

In the small letter work, as soon as letters have been introduced sufficient to form a word you should have the pupil practice on words. But be



THESE ARE SOME OF A LARGE NUMBER OF COMBINATIONS WE HAVE RECEIVED ON THE NAME OF E. C. GRANT.

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careful that you do not give letters in a word before the letters have been worked out nicely alone.

O should be introduced first and should be followed by *A, C, D, E* and *G*. These letters should be followed by *H, K, X, W, N, M, U, V, Y, Q, Z, I, J,* and by *T, F, L, S, P, B* and *R*.

After you have presented all the letters, take up sentence work. In the sentence work height, spacing and form should be studied very carefully, and, above all, see that each pupil's work is harmonious.

Whether the subject is mathematics, language or penmanship, the teacher who presents the subject in a scientific manner will be sure to succeed.

Perfection has not been reached in presenting the subject of Penmanship, but penmen are making rapid progress and are creating a very warm sentiment in favor of giving it more attention in the public schools. I have built up beautiful business hands from mere scrawls in five or six months in business colleges, and there is no reason why the pupils of our public schools should not possess a beautiful business hand by the time they reach the eighth grade work.

The teacher who does not inform himself will be left far in the rear, for the time is coming when Penmanship will be considered one of the most important studies in our course of study. The people will demand it and our public school teachers will be compelled to cater to their wishes.

THOUGHT SHE WAS A MIND READER.

A Bright Boy at the Sisters' Institute States His Belief in Mary Mapes Dodge.

A class from St. Cecilia's Academy was brought into the Sisters' Institute this morning that Mrs. B. Ellen Burke, head of Institute Instruction and Lecture Bureau of New York, might illustrate her method of teaching language lessons. The children were seated on the stage in front of a blackboard and Mrs. Burke began by writing certain words in a lullaby written by Mary Mapes Dodge, the editor of *St. Nicholas*.

Finding that the children could comprehend the words that she thought might be difficult, she diplomatically proceeded to have the boys and girls form sentences containing these words, and after some amusing effort the blackboard was covered with a stanza from the lullaby as written by Miss Dodge.

The children were greatly pleased with their work. They were then told about Miss Dodge, how she loved children and how she had written a poem for children, which Mrs Burke asked one of the boys to read.

She handed him a sheet of paper on which the stanza was written and asked him to read aloud. To his own great astonishment and to the evident astonishment of the other members of the class, he read the very stanza that the class had supposed was their own product.

"How do you suppose," said the teacher, "that Mary Mapes Dodge came to write the very same thing that you boys did?"

"I know," said a bright little fellow, holding up his hand.

"Well, you may tell us," said Mrs. Burke.

"Because she's a mind reader," triumphantly replied the bright boy, while teacher and audience were convulsed.

A satisfactory explanation on the part of the teacher followed.—*Scranton, Pa., Truth.*

Window Card Writers.

A new business has sprung up—window card writing. The general competition in the improvement of advertising is responsible for this. Retailers in most large cities contest strongly for first position in the attractiveness of their windows and general advertising display. It is almost impossible for the average retailer to make window cards that are neat and attractive, and his efforts usually result in only a badly written, poorly punctuated, clumsily painted sign. It was the full realization of this which suggested the painting of signs to the ambitious youth whose ideas have since been followed in almost every large city in the country. The card writer goes from store to store. He studies the stock, talks with the proprietor, finds out what he wants to advertise, and gets all the general information he can secure. Then, in his own bright and breezy way, he tells the story attractively and in a few words. Bright card writers make several thousand dollars a year, and so well does the work repay the retailer that the price he pays for it is never begrudged. —*Michigan Tradesman, Grand Rapids.*

AN ARTIST IN NOTE RAISING.

He Is Making $2 Silver Certificates Over Into Possable Fives.

WASHINGTON, Aug. 10.—An artist in note raising is giving the secret service people no end of worry. Several specimens of his work have been received at the Treasury Department, and they show him to be an expert. So far his operations have been confined to $2 silver certificates, in which the "2" has been changed to "5."

The vignettes of Fulton and Morse were left unchanged and a bank clerk would recognize the difference at a glance, as the $5 notes bear engravings of Grant and Sheridan.

Two of the raised certificates were received at the Treasury in New York and the fraud was detected immediately. They came from reputable persons who had received them in the ordinary course of business.

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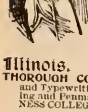

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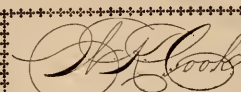

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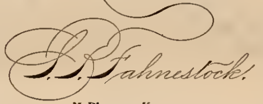

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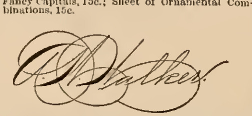

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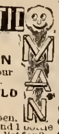

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PENMANSHIP and book-keeping are my specialties. Can teach arithmetic, grammar, etc. Business normal and penmanship training. Familiar with Williams & Rogers' and Sadler's systems. Health good; age 26; unmarried. Good references. Moderate salary; ready now. Address "N. I. N.," care of PENMAN'S ART JOURNAL.

TEACHER of Graham and Pitman Shorthand, typewriting, punctuation, letter writing, etc., is open for immediate engagement. Public school and business college training. 6 years' teaching experience. Age 28; unmarried. Good references. Moderate salary. Address "O. I. S.," care of PENMAN'S ART JOURNAL.

BOOK-KEEPING, penmanship, and arithmetic are my specialties. Can assist in commercial law, spelling, correspondence, etc. Public, private and commercial school training. 6 years' teaching experience. Health excellent; unmarried. Good references. Moderate salary; ready now. Address "H. A. W." care of PENMAN'S ART JOURNAL.

TEACHER of penmanship, drawing, book-keeping and English branches is open for engagement. High school, academic, State and business college training. Familiar with Eastman's system. Health good; age 34; married. Good references. Moderate salary; ready now. Address "QUICK," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, arithmetic, commercial law, correspondence, etc., is open for engagement. Public school, normal and business college training. 7 years' teaching experience. Health good; height 5 ft. 10 in.; married. Good references. Moderate salary; ready now. Address "L. K. E." care of PENMAN'S ART JOURNAL.

I TEACH Graham and Benn Pitman Shorthand, typewriting and English branches. Good public school and institute training. Sixteen years' teaching experience. Health good; age 35. Good references. Fair salary; ready now. Address "A. H. A.," care of PENMAN'S ART JOURNAL.

MY SPECIALTIES are book-keeping, commercial law, correspondence. Can also teach arithmetic, penmanship and all the common branches. Good college education. Eleven years' teaching experience. Health good; age 30. Good references. Moderate salary; ready Sept. 1, 1897. Address "O. I. R.," care of PENMAN'S ART JOURNAL.

SITUATION WANTED as instructor in Benn Pitman or Graham Shorthand, typewriting and telegraphy. Thoroughly competent and experienced. References. Address "COMPETENT," care of PENMAN'S ART JOURNAL.

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THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, Commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

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AN ATTEACHER of Pitmas Shorthand and typewriting—nothing else—is wanted to take charge of that department in a large and long established business college. Must be a man well educated, mature and experienced. Apply with full particulars immediately. Address "R. C. A.," care of PENMAN'S ART JOURNAL.

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Lady or gentleman, to travel and appoint agents. No canvassing. Salary and expenses paid.
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Educational Department. 7-2

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We wish to engage a few teachers for special work during the summer months. We will pay $80 per month for three months. Those interested should make application at once.
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WANTED.—Experieoced commercial teacher for principal. Address "SOUTHERN," care of PENMAN'S ART JOURNAL.

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for present enrollment in our Teachers' Bureau unless they are well educated and thoroughly equipped for their work. This does not necessarily mean that they must be experienced, but they must be entirely capable and able to furnish unexceptionable references. Our terms are the same to all. Explanatory circulars sent to all inquirers.

No Charge to School Proprietors

for putting them in the way of getting teachers. All we ask is: *Tell us just what you want.* If you want a teacher to invest money we are entitled to know that fact and expect to be fully informed.

PENMAN'S ART JOURNAL TEACHERS' BUREAU,
202 Broadway, New York.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

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IF YOU WANT to reach promeo, commercial school proprietors and teachers, supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

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WANTED, for each state, teachers of bookkeeping who can invest in an established business $1000. A person of business capacity can double his money each year and make a good salary. Address "D. I. T.," care PENMAN'S ART JOURNAL. 6-3

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In the heart of the choicest orange and olive belt in Southern California, twenty acres in fruit, fully improved. The finest variety of navel oranges and Spanish olives, with heavy crop now in sight for Christmas trade. For domestic use there are mandarins, pomegranates, peaches, prunes, grape fruit, lemons (enough of these to sell some), guavas, etc. There is a splendid opportunity to establish an olive oil mill in the neighborhood. Good water rights. Located on two railroads. Value $15,000. Will exchange for well-equipped business college in an eastern city. Address "POMONA," care PENMAN'S ART JOURNAL.

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Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2 50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

FOR SALE OR TRADE. The largest, best equipped and best patronized business school in the Northwest. Home standing unsurpassed. Indorsed by Banks and Business men. Hundreds of its graduates employed. Students from seven states last year. Average enrollment more than 200. Will sell whole or half interest, or trade for farm in Iowa or Ill. Address "RETIRED," care of PENMAN'S ART JOURNAL.

Special Bargain Ads.

Hundreds of school proprietors are contemplating more or less change in their books and equipments for the coming school year. Some are going out of business; others just going in. What A discards is often exactly what B wants. There are people who will buy any text book or apparatus, furniture, typewriter, stationery, etc. The point is to reach them.

THE JOURNAL covers the entire profession. In other words, by the use of its columns you may describe what you have to offer to practically all who would be interested to buying, provided it be something to the commercial school line. By way of an experiment we are going to offer, for a limited time, a special rate on Bargain ads., as described above, of three insertions for the regular price of one.

For $2.50, cash with the order, we will insert a Bargain advertisement in any space not exceeding ¾ of an inch, in three consecutive issues without change, beginning with the July number. These ads. do not apply to schools for sale or partners wanted or to any general advertising—only to such bargain and exchange goods as are described above. If desired, a nom de plume may be used and replies forwarded from this office. Money must accompany the order in every case.

WANTED.—A few copies of the *Instruction Book* accompanying "A Series of Lessons in Plain Writing" by Putman & Kinsley. Will pay 25 cents each. Write before mailing books. W. H. J. KINSLEY, 202 Broadway, New York.

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FOR SALE.—Copies for sale. I have a few sets of *pen-written* copies including sets of Business Capitals and Ornamental Capitals valuable to private learners, which I will mail, postage prepaid, for 50c. C. C. LISTER, 2438 Crystal Ave., Baltimore, Md.

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Young People FREE: $20.00 IN GOLD, Bicycle, Gold Watch, Diamond Ring, or a Scholarship in Draughon's Practical Business College, Nashville, Tenn., or Texarkana, Tex., or a scholarship in most any other reputable business college or literary school in the U. S. can be secured by doing a little work at home for the Youths' Advocate, an illustrated semi-monthly journal. It is elevating in character, moral in tone, and especially interesting and profitable to young people, but read with interest and profit by people of all ages. Stories and other interesting matter well illustrated. Sample copies sent free. Agents wanted. Address Youths' Advocate Pub. Co., Nashville, Tenn. [Mention this paper.]

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FOR SALE. A good school may can purchase a well established school in a town of 18,000, good surroundings and no opposition, at the cost of equipment. Terms $200 cash and balance on easy payments. Graham Shorthand. Income last year $8000. No old scholarships to teach out. Present proprietor has other important business. Address "2422," care of PENMAN'S ART JOURNAL.

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ACTUAL BUSINESS COLLEGE FOR SALE.—Located in eastern Ohio. In existence since 1888. The past year its Best. Surrounding towns to draw from. Owner going South and will sell cheap for cash. References required. Address "GOOD BARGAIN," care PENMAN'S ART JOURNAL.

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What remains of the college now is a great mass of matter, rich in everything pertaining to literature and pedagogics. This has been carefully edited and published in book form.

There are a number of different books, uniform in size (about 5½ x 9—130 pages), printed from clean, new type on extra heavy paper throughout.

An idea of the contents of these volumes may be had from hastily summarizing the captions of two or three.

No. 1, for example, opens with a personal letter from Geo. W. Cable, the eminent novelist. An admirable "Ten Minute Talk to Young Teachers," by Geo. Howland, follows. Then there is "How to Succeed in Literature," by the Master literature-connoisseur of the English tongue—Andrew Lang. It is a good deal out of an intelligent person's life not to have read and re-read this little essay of 16 pages. In the line of biography are two very graphic sketches—of Shakespeare and Browning, respectively. Schopenhauer's celebrated essay on "Style in Composition" rounds out the purely literature features. In the line of instruction are twenty-four compact, practical lessons in grammar, by Seymour Eaton; also lessons, hints, queries, examinations, etc., in arithmetic, geography, bookkeeping, letter writing, etc.

No. 2 begins with a letter from Edward Everett Hale. Its "Ten Minute Talk to Young Teachers" is by Louisa Parsons Hopkins. "How to Succeed in Literature" is a symposium by a score of the world's most eminent writers and thinkers, including Prof. Huxley, Dinah Maria Craik, Jean Ingelow, Prof. Tyndall, T. W. Higginson, Geo. Macdonald, Bret Harte, Amelia E. Barr, Law Wallace, Elizabeth Stuart Phelps, Mrs. Oliphant, Mark Twain, Wilkie Collins, Julian Hawthorne, Sir Edwin Arnold, Geo. Meredith, Jas. Russell Lowell and others. Among the other features are "How to Teach History," by Dr. Samuel Willard; "Thinking for One's Self," by Arthur Schopenhauer; "End and Means in Teaching," by E. E. White; "School Discipline," by Dr. Larkin Dunton; Biographical Sketches of Shakespeare and Addison; "A Study of the Teaching of Literature," by Dr. F. R. March; "The Language of the World," with all the leading alphabets reproduced in fac-simile.

No. 3 has a prefatory letter from Miss Frances E. Willard. The "Ten Minute Talk to Young Teachers" is by Geo. Munro Grant. A wholesome article on "The Choice of Books" is from the pen of Frederic Harrison. Mrs. Mary Sheldon Barnes discusses "The Best Methods of Teaching United States History." "Letters to Dead Authors," by Andrew Lang, furnishes not only first-class entertainment, but much food for serious thinking. Thackeray, Dickens and Edgar Allan Poe are the ones addressed. Sixteen pages of the book are devoted to the teaching of arithmetic and an equal number to the teaching of spelling. "The Language of the World" and "How to Succeed in Literature" are in this volume, as well as in No. 2.

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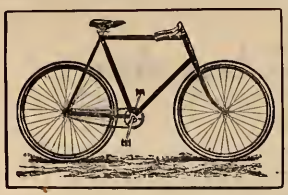

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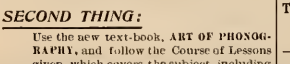

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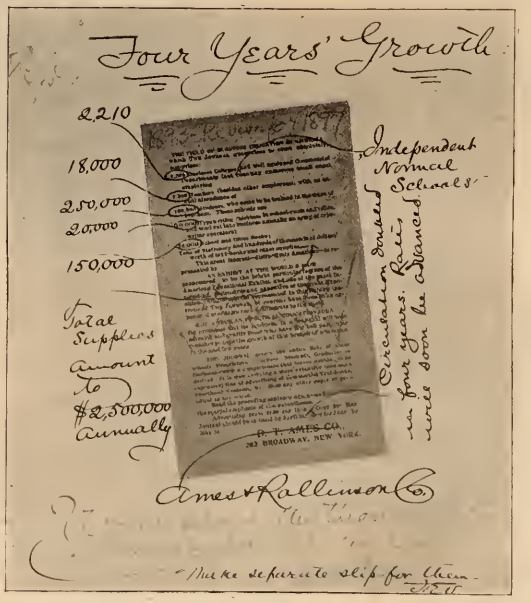
VOLUME 21, NUMBER 9.



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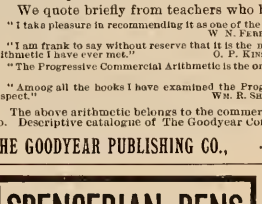

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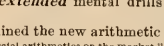

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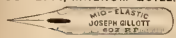

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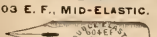

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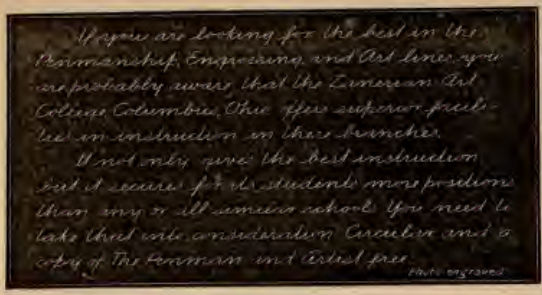

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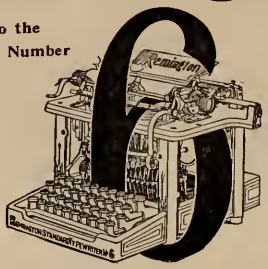

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Twenty-first Year.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 8.

Application of Movement.

There are many students who become quite proficient in the execution of movement exercises, but who make a failure in the practical application of the movement in their every-day writing. Usually the movement is too large for small writing, owing to a disregard for the toning down process.

Sometimes students contrive to acquire two different styles, one for the writing hour, using the proper movement, and one for common usage, using a go-as-you-please finger movement. Those who practice one hour a day properly and then write five hours a day in the old manner will rarely ever build up an acceptable handwriting. The student should *force* himself to use the muscular movement in his every-day writing, and in a short time the correct movement will become habitual.

Those who have been taught the old method of slowly drawing their writing with the fingers will not experience an easy task in learning a better way, but it can be done by hard work, and the specimens received demonstrate that many young people are accomplishing no less than this at their own homes and without the aid of a personal teacher.

The X.

First practice the reversed oval principle and finish the letter as shown in copy. The main difficulty in making the "X" is in getting the two parts connected properly. A good plan is to make several lines of the first principle and then go back and finish the letters. Write 50 to the minute and get good form. Count 1—2—3—4.

The capital "Q" is nothing more than a large figure "2." In making the "Q" the main down line should be drawn well toward the left in order to form an oblong loop and finish with a compound curve. With a little practice you should make 70 to the minute and count 1—2—3. Practice carefully on word copies.

The W.

Study every detail of this letter, then practice with a confident movement. Make second part as high as first principle. Notice length of last line. This is a difficult capital, and do not try combining them until you can make them well singly. Count 1—2—3—4. Write no less than five pages of sentence copy and watch the loops.

The Z.

Reversed oval principle, then make a broad turn at base line and make the small loop in a horizontal position. Notice little exercise for developing the lower part of letter.

Watch the movement of the third and fourth fingers as they glide over the paper, and then see if it corresponds with every motion of the pen.

The V.

Same beginning oval as in preceding capitals, but the down line is a compound curve. Examine it closely. Next try the large compound curve exercise, making it same size as copy. Count 1—2—3 for the "V." Heed the advice given in the sentence copy.

The U.

Review a portion of the work as outlined for the "V," and then practice on the "U." Do not make last part quite as high as first part. Count 1—2—3. Write three pages of each word copy.

The Y.

By placing the loop below the "U" the "Y" is formed. Practice the letter separately, then the exercises given in connection with it.

Criticism Column.

J. L. H., Portland Mills, Ind.—Pen too fine for rapid business writing. Make oval part of "9" rest on line. Make figures smaller and practice them every day.

A. P. B., Bolton Landing, N. Y.—What you need is to spend hours on the Jan. and Feb. lessons. Make compact exercises black and especially work hard on the lateral exercises in those lessons. Send me your practice pages as often as once a week, if convenient.

C. M. O'B., Buffalo.—Your work on Jan. all that could be desired. You have a good movement; now work all the other lessons through.

J. A. D., Greenville, Conn.—Your writing is much better size. Practice writing this size with muscular movement, and continue to work it down a little smaller yet. I am pleased with last work.

Napoleon.—Cut the loops off shorter. You are making a splendid application of movement in your writing. The style of writing you are developing is worth hundreds of dollars to many a young man.

Determined.—Make small "p" somewhat smaller and also make the "l" and "f" round at top. Continue the good work you have begun.

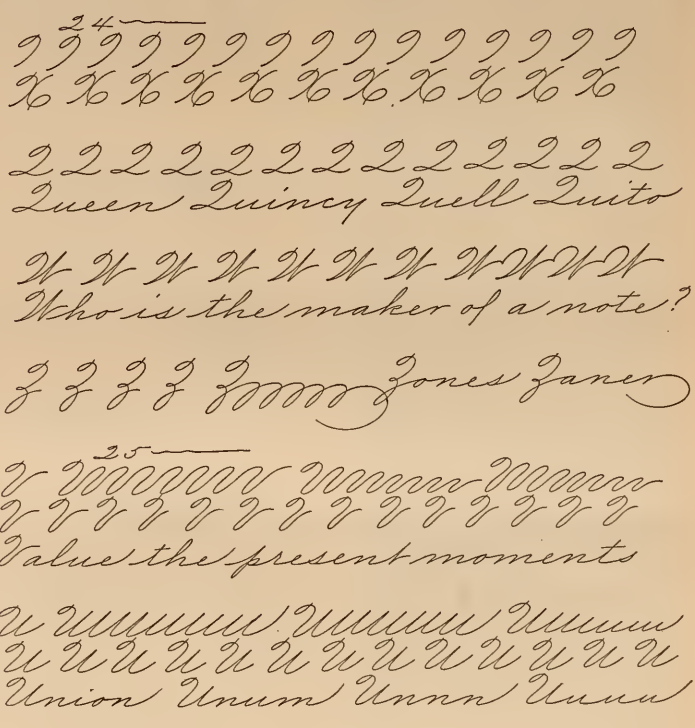
Harry V. K., Succasunna, N. J.—Review the figures every day. Make loops a trifle shorter. You are gaining rapidly every month.

M. J. K., Earling, Iowa.—Loops entirely too long. You would make a splendid writer if you would practice systematically one hour a day during the remainder of these lessons. You will never regret having determined upon such a course.

L. G., Cundiff, Texas.—For this practice work do away with your oblique holder and fine pens. Send specimens of all the work in the Jan. and Feb. lessons.

T. L. S., Bradford, Pa.—Write several pages of one copy. Stick to one thing until something definite has been accomplished. Your movement is good; now try your best to make a practical application of it. The writing in your letter is most too angular. Kind words are appreciated.

E. C. Mills.



BY E. C. MILLS, ILLUSTRATING HIS LESSON IN RAPID BUSINESS WRITING.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

Judging from the many specimens I have received during the past month, there are still a number of our students who seemingly do not realize the importance of practicing on the movement drills and shaded ovals in connection with their other work. This part of the programme I must say is of the utmost importance at all times, and should under no circumstances be omitted or neglected. Timidity should be overcome, movement strengthened, and confidence gained, before we can expect to accomplish the purpose.

Plate Number Nineteen.

In this plate are the three remaining capital letters of the alphabet which have no special place in groups or exercises, that will be pleasing to the eye; nevertheless, they should be practiced on as heretofore suggested with the determination to make them well before leaving.

In running the exercise in the capital letter *I*, com-

mence at the right side of the paper, being careful to bring the connecting oval considerably below the base line. Study the different styles and forms of each letter closely, writing not less than ten to twelve pages of each.

Plate Number Twenty.

Work on this plate will serve as a review on the capitals, and something that will be of great assistance to you in improving your work in general, providing good judgment is exercised in having correct size, form, spacing and so forth.

An old maxim goes, "No man can succeed who is not systematic and methodical." I know of no exception to this rule when applied in the practice of penmanship, and without being both, it is merely practicing at random.

Let me implore each student to begin his practice on the first copy with the intention to keep work uniform in arrangement and neat as possible, as these essentials are very important and will add greatly to the appearance of your page work.

Apply yourself mentally by studying the copy frequently so as to fix indelibly in your mind the correct form to be produced before trying to produce it.

Notice in particular the manner in which the capital letters are joined and the way of ending the words. Write a few lines and then look over your work, marking your errors by placing a small dot above; then write another few lines correcting these mistakes, and so on, until you have written at least twelve pages of each copy presented in this plate.

Never be discouraged, for some of you, the majority, I might say, are doing famously, and make vast improvements each month.

Criticisms.

T. L. S., Bradford, Pa.—Small letters are too small; practice on extreme reverse for a short time. Round small *m* and *n* at the top, and keep your work on the base line. Have your work more compact, and send at least one page of each copy so I may be able to judge more of what you are doing.

O. E. H., Meadville, Pa.—Small *y* and *q* stems are too long. Second position flat oval in capital S and F is too large. Your work in general is exceedingly good. Come again.

G. F. W., Chattanooga, Tenn.—You have a good eye for form. Drill on shaded ovals to develop better movement. Begin with the first lesson, and mail me from one to four pages of each copy. Think you can make a great success in this line.

E. L. O., Burlington, Ia.—No, you can no more shade well with a straight holder and coarse pen than you can use a crooked tape line for measurement. You will save time by departing from your ideal experiments and adhering strictly to the instruction given you.

Earl, Greentown, Ind.—Have not received your practice work for criticism this month. Do not cast this work aside, as you have made remarkable progress. Come hustle up.

J. D. P., Connison, Col.—Your efforts seem to be scattered over too much paper; keep your work closer and not leave so much space between your words. Tame the muscles of your arm by practicing frequently on small movement exercises. Make capitals smaller, and end A, H and O with a flat oval. Your turns in small letters should be more angular.

P. H. H., Harry, Ill.—Your business writing is excellent; regret you did not enter the good work sooner. Your shade in capitals S, Fa nd J begins too high. Have lower loop in capital L one-half the size of upper. Stay with each copy longer and report each month.

F. M. D., St. Cloud, Minn.—Small letters are too large. Do not make small *y*, *g* and *q* look so long. Small *f* and *d* stem should be retouched with an after stroke; notice illustrations and suggestions in June number.

E. L. D., Omaha, Neb.—Do not try to shade the lower round turn in capitals V, W and X. The widest part of shade should be high in first position and not in second.

W. S. O., Oregon, Ill.—Your work this month shows considerable improvement over last month. Do not place your pen in the shade when making last part of capitals M, U and W. Come again next month.

C. L. O., Washington, Ind.—When joining upward hair lines with downward shades in small letters, do not leave an open space between. Follow the instructions more closely, and be more systematic in your practice. You are certainly an earnest worker, but be sure you have the right quality.

E. M. C., Ann Arbor, Mich.—Yes, I think you can become a good penman by applying yourself properly. Practice more on the capital letter exercise to develop the necessary dash and confidence. Am glad to know you think we are doing you good. Thank you.

Anna, Evansville, Ind.—Your shading is a trifle too heavy; practice for a few hours without shade, then see if your work will not be nearer perfect. Your neatness deserves much credit.

J. B. T., Nashville, Tenn.—Your works on capitals show considerable skill. Do not make *y* like U; round your first turn in the *y*; also round small m and n at the top; they look like u and l. End final t with a flat oval. Like what you say, thanks.

E. M. C., St. Joseph, Mo.—Your small letters are exceptionally good. Have less spacing between your words in the sentence writing, and more space between your letters in words. If at times your movement seems cramped, end your words with long curves.

Harry, Columbus, O.—Am glad to hear you think the Principality pens superior; others would find the same result if your tools make a poor workman. Your practice indicates you are making hay while the sun shines.

Ora D., Detroit, Mich.—Notice that your small o is round and not too oblong; be careful that you add the little tick at the top; it might be difficult for some to distinguish between your e and i.

James O., Hamilton, O.—You come last but not least. Your work is very satisfactory. In time you will no doubt rival your instructor. Your movement is good, slant accurate and shading exact. Keep pushing forward and you will win for yourself a crown of laurels.

F. B. Moore, Indianapolis Business Univ.

Plate 19

Plate 20.

BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON IN ORNAMENTAL WRITING.

Train the Left Hand.

An English Writing Master's Plan for Doing Away with Writers' Cramp.

An English writing master of repute, named Frederick Falconer, had long puzzled over the question of how to provide a remedy for the distressing trouble known as writers' cramp, which lays hold of the wrist and hand of a man who is compelled to do much writing and forces him to stop work and rest until the cramp departs. Now, nature does not usually provide an infliction for which there is no remedy, so argued Falconer.

Like a flash came the solution of the problem, and now all the teachers of writing, bookkeeping and clerks in England are saying to each other: "Why did we not think of that before?" Falconer's line of reasoning was simply this: Nature has provided man with two hands.

When he insists on using only one for some particular purpose, such as writing, nature steps in and raps him over the knuckles for his foolishness. In the case specified the rap over knuckles is called "writers' cramp." Since writing first became an art, men, with the exception of a few persons naturally left handed, have written with the right hand only. Falconer's proposition is to have the pupils at the English public schools taught to write with either hand. Provided their education in this direction is begun early enough, there is no reason why the left hand should not be used to guide the pen as well as the right. Then good-by to writers' cramp. When the right hand becomes stiff with too much handling of the pen the writer only needs to shift the pen to the left hand.

"What folly," says Mr. Falconer, "to train boys and girls to use but one hand. No wonder that the left is almost losing its usefulness. Why are not carpenters trained to saw with the left hand as well as the right, ball players to throw with either arm, and soldiers to shoot from either shoulder? Fancy training a child to walk with one leg only. Yet this is just as sensible as to allow him to grow up using only one arm."

The idea of teaching pupils to write with both hands has been received so favorably by the educational magnates of England that it has been put into practical operation in some of the London schools. With scholars who are in the pothook and hanger stage of their educational career, it is almost as easy to teach the use of the pen with one hand as with the other. It is with older pupils that the difficulty is experienced.

In order to accustom the beginner to use the left hand freely, Mr. Falconer has constructed an apparatus consisting of a series of slings suspended from a frame. The pen is supported in this sling, and thus much of the strain on the nerves of a pupil learning to write with the left hand is said to be overcome. It is trying work at first, but facility soon comes with practice, and the benefit derived is practically the adding of a new hand to the writer's stock in trade.

The question of extending this new style of teaching writing to all the public schools of London will come up for consideration at an early meeting of the School Board. It is believed that it will be generally adopted, and it may eventually find its way to the schools in this country.—*Pittsburg Dispatch.*

The average of letter writing in Great Britain is forty letters a year for each Englishman, thirty for each Scotchman and sixteen for each Irishman.

A Good Handwriting What It Is and How To Get It A Symposium!

Questions.

1. (a) What do you consider the essentials of a good handwriting? (Name them in the order of importance.)
(b) Name, in what you consider the order of importance, the essential teaching points to keep in mind to produce a good handwriting. (As *position, speed, movement*, etc.)
2. Give your definition of muscular or forearm movement.
3. Name and give reasons for the best position of:
(a) Body.
(b) Hand and pen.
4. Name the best movement and give your reasons.

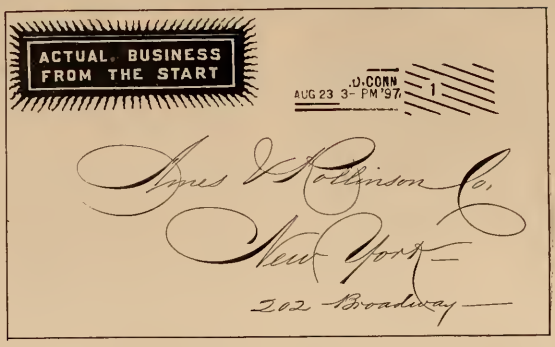
Respectfully,
PENMAN'S ART JOURNAL.

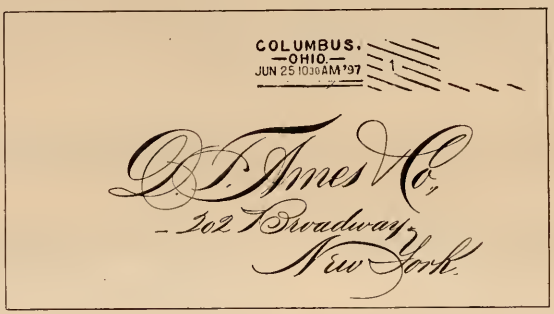
BY L. B. LAWSON.

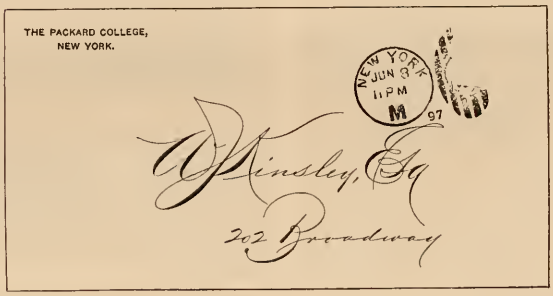
1. (a) Continuity of motion—*i. e.*, an easy continuous uniform movement, uniformity of slant, spacing and height, form of letters.
(b) Position, form, movement.
2. Muscular or forearm movement is the regular vibratory action of the forearm produced by the large muscles of the arm.
Pure muscular movement is when it is not accompanied with any independent action of the fingers, and *practical* muscular movement, when in addition to the vibratory action of the forearm there is a slight sympathetic action of the fingers as occasion requires for greater facility in execution, and accuracy of form.
3. (a) Body straight, bending only at the hips, body and head inclined to adjust normal focal distance of eyes from paper. For physiological reasons children should always take the front position, but adults may vary from it to suit convenience, but the correct relative angle of the paper to the forearm, however, should be scrupulously maintained.
(b) The "*grip*" in holding the pen is to hold it firmly between the thumb and second finger, crossing the side of the finger in the natural groove just below the first joint, and the thumb almost opposite or a little above where holder crosses second finger. The first finger is the most supple of the hand, and should rest independently and energetically on the holder.
The fingers should all be curved so the hand will look rounded. The pen point should be from ¾ to 1 inch from the end of the first finger. I prefer the top of the holder to drop below the knuckle joint as most natural and establishes a closer connection with the muscles of the arm.
However, if by dint of persistence pupils have acquired the habit of crossing the top of holder in front of the knuckle, consider they have earned the privilege of holding it that way and allow them to do so if they wish.
To get position of hand, let it drop down naturally at the side, then swing up in position. The tension of muscles in raising the arm should not be relaxed, as it will enable the forearm to support the weight of the hand. Now with the hand so held up by the forearm draw the ends of 3 and 4 fingers up into the palm of the hand, then drop the ends of fingers to paper without dropping the hand. It will then be noted that the outside of the little finger will slide lightly on the paper, while the corner of the nail of its companion will slightly touch the paper. If the hand deviates from a straight line from the forearm, it should turn to the right, but never to the left.
The wrist in this natural position will incline some, and the top of the penholder will point below and to the right of the point of the shoulder.
4. *Pure* muscular movement for capitals, and what I have termed practicle muscular movement for small letters and figures.
Pure muscular movement is just the thing for the full round curves of the large capital forms, but there is too much starch in it for the certainty and flexibility for the accurate writing of the small letters.
Besides, the best of instruction and so much practice is required to get perfect control, that but few ever acquire more than a random use of the Simon pure article; even those who profess to use it excusively "weaken" when particular with their penmanship.

SUPERSCRIPTIONS.

(THREE IN A SERIES TO RUN THROUGH 1897.)







NUMBER 1 ABOVE IS BY B. M. HUNTSINGER, HUNTSINGER'S B. C., HARTFORD, CONN.; NO. 2 BY H. B. PARSONS, PARSONS' B. C., COLUMBUS, O.; NO. 3 BY E. M. BARBER, PACKARD'S B. C., NEW YORK.

PRANG'S DISCOVERY IN COLORS.

He Announces That He Has Solved the Problem of the Uniform Standard.

BOSTON, August 16.—Louis Prang of the firm of L. Prang & Co., lithographers, has established a uniform standard of colors, thus solving a problem that has baffled scientific men for centuries. Mr. Prang has given much thought to the subject for the last forty years and has been an eminent authority on colors during that time. The Prang standard of colors is extremely simple. It is based on the solar spectrum division of color, which begins with red and passes through red orange, orange and yellow orange to yellow and through yellowish green and bluish green to blue, thence through the violet colors back again. On the violet end of the spectrum Mr. Prang has added a few red colors, so that when the band of color which he has taken for a basis is brought together, it makes a complete and harmonious circle of color, without the break which exists on the violet end of the solar spectrum. Taking this circle of graduated color for a basis, Mr. Prang has divided it, or cut it up into twenty-four equal parts, and each part he calls a "unit" or a specific color, which he defines and fixes in print by the proper pigment. Each of these units is named in the same manner as the artists designate their colors, which is the ordinary method of color nomenclature.

Mr. Prang derives seven colors between every two of the three primary mixtures, red, yellow and blue, giving him twenty-four colors in all to start with. From each of these units of twenty-four well defined colors Mr. Prang has derived over 192 colors, and by dulling them he has produced 704 tones or shades of color, some of them strikingly beautiful. He has submitted his discovery to many scientific men in the country for examination and report, and afterward he will start on an extensive lecturing tour explaining his discovery.

The H Family of Pen-Pushers.

EDITOR OF THE JOURNAL:

I was interested in Friend Brewster's note in the August JOURNAL relative to fine penmen whose names begin with B. His list could be largely expanded. The "Penman's Directory," compiled by the writer and published in 1889, contained 1,111 names, of which 137 or a little more than 11 per cent. begin with B. No other letter has so many names, although H is not far behind, with 116 names. Probably the proportion has changed but little since then. Yours very truly,

FRED S. HEATH.

Concord, N. H.

Vinegar Ink.

EDITOR PENMAN'S ART JOURNAL:

India ink mixed in apple cider vinegar will not spoil or get strong, but will change to a light yellow tint in time. It takes patience in mixing it, but if rightly mixed it will keep for years. I have a pint of Japan ink and I mix the two sometimes. My work looks like steel plate engraving when finished.

WILLIAM ESSINOTON MARQUIS.

Worth, Pa.

Penmanship and Drawing For Public and Graded Schools.

Parkersburg, W. Va., 7. 8. 97.

Mr. D. T. Ames,
New York.

Dear Sir:—

Please ship by Adams Express 25 reams White Wove Paper.

Very resp'y,
C. E. Bear

RAPID VERTICAL WRITING BY C. E. BEAR, PARKERSBURG, W. VA.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

No. 8.

The copies to be written by the pupils should, as far as possible, have some educational value. Children are apt to memorize what they copy, hence the importance of writing something worth memorizing. As many pupils leave school when they finish the grammar grades, it is a good plan during the seventh and eighth years to teach the various business forms, using them as copies for the writing lesson. A short course in book-keeping can be given in the same way. The ability to write a fairly good hand and a knowledge of business forms and letter writing will enable a boy or girl to make his or her way in the world better than the ability to write an elegant hand without a knowledge of the other subjects.

We should not depend too much on the writing lesson to secure good results. In one sense, all written work should be a writing lesson. Unless this is adhered to pupils are apt to have two different styles of writing, and good results cannot be obtained. We should be careful not to be so exacting in regard to movement, pen holding, etc., that pupils cannot carry out the instructions in their daily work.

The time devoted to the special lessons in penmanship in most schools has been about seventy-five to one hundred minutes per week. A lesson each day of from fifteen to twenty minutes in the lower grades and one of about twenty to thirty minutes two or three times a week in the grammar grades. There are so many more subjects taught now than were formerly that there is quite a tendency on the part of those in authority to give less time to penmanship. Instead of viewing this with alarm and using every means to prevent it, we should endeavor to simplify penmanship and so improve our methods that we can meet this rather just demand. Increasing the time devoted to this subject or introducing it into higher grades is not necessarily an indication of progress. The demand is for a system so simple and the ability to teach so much better that good results can be obtained in much less time. The writing teacher who will be most in demand will be the one who can teach so successfully that the subject will not have to be pursued for eight or nine years.

Each child should be allowed and encouraged to establish an individual hand under the guidance of the teacher as outlined in the previous article. The future writing of the pupils will depend quite largely on how well this is accomplished. If pupils are compelled to hold their pens in some unnatural way and to draw instead of write their writing will be characterless and will deteriorate rapidly whenever much is required of them.

Begin L with a short straight line or a loop. Round out the top and make the downward stroke practically straight. It is much easier in teaching beginners to make this downward stroke straight than it is to make a compound curve of it. If the curved stroke is used, there will be a tendency to curve it too much, as shown in the incorrect forms, and it will require considerable time and effort to correct it. Finish the letter with loop and compound curves. Avoid making the loop too large or too high, as it will necessitate an ungraceful curve in finishing it.

The top part of L is like the top part of T and F; the lower part is quite like the L. The second style of L with simple curve at top and bottom is easier for beginners, but cannot be very well joined to a letter following it.

Considerable has been said in these lessons about the importance of a rotary movement, but we wish also to emphasize the importance of securing the proper movement to produce the vertical down strokes. In this as well as in the other grades there should be considerable drill with this in view. Combinations of the different loop letters make the best exercises, and should be given until all trace of the irregularity of slant, shown in the incorrect forms, has disappeared. Drill upon the exercises until a habit is formed of making the downward strokes vertical.

"Who First Reduced Copy Book Writing to a Scale of Thirds."

EDITOR PENMAN'S ART JOURNAL:

I note Brother Shattuck's plea in behalf of one Levi S. Fulton as "the first to reduce copy book writing to a scale of thirds" and, by implication, disputing my claim to that distinction, made since 1861.

The particular Charts he takes pains to reproduce and the Key and Copy Books described so minutely I have never seen.

I have, however, a copy of "Fulton and Eastman's Key" (in boards) with imprint of May, 1848, which I ran across and bought in 1874 (as inscribed by me therein) *thirteen years* after my own works were first published containing the scale of thirds with other improvements. This "Key," which contains an engraved copy of "Fulton and Eastman's Charts in Miniature," is so similar to that reproduced in connection with Brother Shattuck's article that it must be from the same plate. If so, there is an important omission in his copying, since below the Charts is given specimens of both "Business Hand" and "Running Hand" *on a scale of fourths*, thus showing that a variety of proportions was considered essential to different sizes of writing, while *for teaching purposes* a scale of thirds was preferred—an intimation of the desirability for some simpler standard for primary teaching. As to the Key itself (my copy contains 62 pp. duodecimo) which Brother Shattuck regards as "a pretty good text book," I can agree that it was very good indeed for the period, and quite in advance of many similar attempts both before and since to lay down the technicalities of their system; but it had no reference to the *whys* and *wherefores*, nor did it attempt to give the *rationale* of the subject demanded by modern teachers, and which I am still laboring at this late day to get appreciated and adopted by the profession as the only salvation for penmanship study in the schools.

According to Brother Shattuck, the copy books, with spaces ¾ *inch wide* in No. 1, would call for Loops and Capitals ¾ inch high on a scale of thirds, which was the ancient proportion of primary work in books of that generation.

While I regard Fulton and Eastman's work as the nearest approach I have yet discovered to the present accepted horizontal scale of proportion in teaching, *I still maintain that my writing books, text book, and system published in 1861-62, were the first in this present generation committed entirely to a scale of thirds; a pedagogical treatment of the rationale of the subject and blackboard styles of illustration*, so universally accepted by modern copy book and chart makers.

It would be indeed strange if, among all the works covered by the 400 titles in my penmanship catalogue, it should not happen that similar conclusions were reached by authors unknown to each other, especially since each is aiming to advance his art and its adaptation to learners by his best efforts in his day and generation. This is the history of human discovery and progress the world over; but not sufficient ground to base a pre-emption claim upon. When, in 1860, I began to study the subject from an author's standpoint, I found the copies of current systems of that day, "*P. D. and S.*," "*Spencerian*" and "*Potter and Hammond's*," all using a variety of horizontal scales of proportion for their different size "hands" ranging from halves to fifths or even *eighths* in the different books of a series, with many variations from and exceptions to uniformity in practice. The *pump handle p* and *querulous q*, which would not be "*minded*" by writers, as well as loops and capitals of irregular proportions like growing schoolboys (see Spencer's "Compendium"), were the stumbling blocks to the learner as well as the teacher, especially in class work, involving needless and nice distinctions and attention to details without justification in results or benefits. Without looking for other authorities than

L L L L L Z Z Z Z

Law is whatever is boldly asserted

and plausibly maintained

nnn lll hhh ggg jjj jjj

Incorrect forms L L main hinder

BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON.

common sense and common lay practice, I resolved to strike an *average* of size and proportion for business writing, and observing but three grades of small letters of relatively different lengths, adopted a scale covering all necessary distinctions of length by three spaces above base and below headlines. To avoid fractional divisions of these spaces, I shortened the stem of *p* and brought the *q* down to uniformity with the lower loops in the interest of uniform system and simplicity. These, with the admission of Current Capitals of reduced size in conformity with business practice, set the pace since recognized and followed by the profession as needed improvements and points well taken in my copy books.

And now I have these further claims to priority to make in this connection:

1st. The establishment of a lateral scale of ruling in the proportion of 3 : 4 forming rectangles the diagonals of which give the slant of 53 degrees for writing (1862).

2d. The first to publish the American style of letters in vertical position in copy books (1894).

3d. The first to publish a *parallel edition of slant and vertical copy books* with copies identical otherwise (1894).

H. W. Ellsworth.

New York, September, 1897.

Open Court.

Here is a chance for the man with a grievance, or the man with a hobby, or the man with a sharp point to puncture some other man's hobby—just so he writes under his own responsible name, is not long-winded, and avoids personalities. Now fire away!

Positions Guaranteed.

Editor Penman's Art Journal:

A recent number of The Journal contained a timely article condemning the practice of people who go about the country establishing (?) "business colleges," and, after "working" the community for all that seems to be in sight, move on to the next town. During their stay, whatever may be said of the knowledge of commercial branches imparted, one thing is sure, they cure all who have been afflicted with a desire for a business education, and teach the entire community to look upon business colleges as concerns of doubtful merit and methods.

The profession will stand by The Journal in every case where it defends the good name of the commercial college, and will approve its giving the names of such people, so that its thousands of readers may be ready for such should they invade their territory. It should be seen to that dishonest men go into some other business.

But how about the "guarantee-position fakir?"—the fellow who agrees to guarantee anybody and everybody a position, without any knowledge of his character or the possibility of ever being able to qualify him, the only condition being that he attend his school!

My opinion is that the traveling business college does not rob one where the guarantee-position fellow robs a dozen. Then the traveling educator (?) depends upon local patronage, and thus affords his victims a better opportunity of judging him before they invest, while the get-everybody-a-position man depends entirely upon flaming circulars, bold and extravagant misstatements by which the unsuspecting and unsophisticated are allured long distances and are not able to ascertain the nature of the deception until they have a considerable sum invested in railroad fare.

The methods used by these people in evading their promises are well known.

Were they able to do what they promise they would lower an educational institution to the level of an employment agency; and when they do not even pretend to do this they make business college work, so far as they are concerned, bold robbery, and are casting a reflection upon its honorable name that it will take years to correct.

Yours for fair dealing,

E. L. Wiley.

Mountain City B. C., Chattanooga, Tenn.

Needed Reforms in the Penmanship World.

BY C. P. ZANER, COLUMBUS, OHIO.

No. 6 (Concluding).

Having spoken frequently of *legibility* without illustrating fully my meaning I will conclude by illustrating and elaborating the subject.

Legibility, in writing, means that which can be read nearly as readily as print. It does not necessarily mean the *most* legible, but that which is easily read and rapidly written or rapidly read and easily written, whichever you prefer.

But what are the essentials of legibility? Of what composed? What are the laws governing it? Is it mere taste? Or is it optical in character?

Running the eye down the column of letters from 1 to 6 we find the principal styles of type used—from heavy to light—from round to angular. All are legible, but not equally so. Which is the most legible and why?

No. 3 is the one most universally used in printing. That would lead one to conclude that it was most legible. And it seems to be true. And the reason is not difficult to find when we consider the fact that it is made up of the greatest contrasts in width of line and dissimilarity of angles and turns. No. 1 is too monotonously heavy, being tiring on the eye for continuous reading, as it has no relief in quality of line. No. 6 is the least legible on account of the similarity of line and angle, there being no relief in light and shade, turn and angle. No. 4 is less legible than 3 because the turns outnumber the angles, thereby creating letters that are more similar. The greatest legibility consists of dissimilar forms of the same class. Each letter must possess an individuality the same as human beings. No. 2 is not quite as legible as No. 3, because it has less contrast in angle and line, though more than No. 1.

If we were choosing a style of writing alone for its legibility that embodying the principles of Roman letters (No. 3) would be the one most desired. But we find that good writing presupposes two interested persons, the writer as well as the reader. Both have certain rights that each ought to respect. The reader ought not to expect the writer to spend an hour in writing that which he expects to read in a minute. On the other hand, the writer should not write so fast nor so illegibly as to cause the reader to spend an hour in deciphering that which he did in a minute. A handwriting that cannot be read considerably faster than it was written is poor writing. It should, at all times, be easily read as well as easily written. The question is, which style is most conducive to ease of reading and ease of writing? No. 9 is perhaps the most legible on account of the great difference in heft of line and turn and angle. No. 7 is bolder, but monotonously so, the same as No. 1. No. 12 is no doubt the least legible, like No. 6, because it is similar in line and angle. The n's and u's are too similar to be readily distinguished by the eye. But it is not alone which is most legible, but which is at once most legible and most easy? The contrasting light and heavy lines of No. 9 make it pleasing to the eye, but difficult of execution. No. 7 is too heavy for usual purposes, and No. 12 is inclined to merge into a monotonous scrawl, devoid of turn and distinctness. No. 7 occupies no more space than No. 12, though it is far more legible. The chief thing to be noted is that in lettering as well as in the script the greatest legibility is found where there is the greatest contrast in heft of line and in turn and angle. In execution we find that the greatest speed exists where the line is uniform in heft.

Light and heavy lines require flexible pens and they require skill. And skill means energy, which in turn means vitality, the lessening of which is undesirable. But on the same principle that the eye enjoys contrast in form so the hand enjoys a change from angle to turn. Therefore it is my present conviction that a handwriting to possess the greatest ease of reading and of writing should be made up of alternating turns and angles in as near equal proportions as possible. No. 7 seems to embody these principles to a greater extent than any other that is consistent with rapid execution. It may slant to the right or left and still retain the same essentials of angle and turn as it does in the perpendicular.

There are many details that I should like to consider, but space forbids. My aim has been, in this series, to call attention to the things we have been overlooking or neglecting. As professionals, we are apt to look at penmanship only from our standpoint, whereas there are other standpoints of observation. From an educator's point of view penmanship is considered but a serviceable art—*a* factor in an education, but not *the* factor—a *means* by which other things may be accomplished. From a young person's standpoint, penmanship assumes the shape and preparation of a fine art—"a thing of beauty and a joy forever." From a penman's point, penmanship seems the most essential factor of an education. Educators are saying, "let us give *less* time to teaching writing in our common schools." Penmen are saying, "let us give *more* time to teaching penmanship in the public schools." Which is right? You may say that the educator is all wrong in his estimate of a handwriting and in the time to be given the subject, if you choose, but I prefer to not say so. Nor do I say that the penman is all wrong in his estimate and demands for more time; but if I were to choose between the two extremes I should favor the educator. For the average person does not use penmanship to any great extent, not as much as many other equally important things. For a good education and a poor handwriting is far more desirable than a good handwriting and a poor education. The one thing in favor of the good handwriting is that it can be used to better advantage in acquiring an education than the education can be used in acquiring the good handwriting.

The many words of commendation received from progressive penmen, teachers and educators regarding these papers demonstrate to me conclusively that there is a general awakening in penmanship circles—an awakening that foretells progress and reform. May the good work of investigation and experiment continue. Out of the wreck of the old will be evolved something in keeping with the progress of other things—with the spirit of the twentieth century.

C. P. Zaner.

Unmistakable 1. Unmistakable 7.
Unmistakable 2. Unmistakable 8.
Unmistakable 3. Unmistakable 9.
Unmistakable 4. Unmistakable 10.
Unmistakable 5. Unmistakable 11.
Unmistakable 6. Unmistakable 12.

BY C. P. ZANER, ILLUSTRATING HIS ACCOMPANYING PAPER.

Correction.

The Journal regrets that some mistakes occurred in giving credit for cuts in its July number. A cut of combination capitals on page 129, attributed to C. W. Jones, Woonsocket, R. I., should have been credited to R. W. Ballentine, late of Staunton, Va. G. E. Crane of the Sandusky, Ohio, B. C. points out that a cut of the same character, printed on the same page and credited to him, is not his work. We are unable to say who the author is, as we have been unable to find the original copy.

In point of fact, we have in The Journal office probably 100 cuts that have been engraved for a long time waiting insertion in the paper, and it is difficult to avoid occasional mistakes. We should like to give proper credit to the author of the cut in question, if he will come forward and claim it.

THE JOURNAL'S OLD GUARD OF HONOR.

Fifteen Thousand Clubbing Subscriptions Received in the School Year Just Closed, Eclipsing All Previous Records—Honor to Whom it is Due—On to Fifty Thousand!

One of the finest lists of subscribers ever sent by a business school is recorded to the credit of Burdett B C, Boston, and sums up a splendid total of 441 names In a former announcement this season it was mentioned that the Peirce College, Pa, through the courtesy of R S. Collins and others, had sent over 250 subs. in a year. Some new names have since been added. The third list in size is credited to the Gem City B C., Quincy, Ill, through C H Allard, and numbers 147 Lists exceeding 125 have been forwarded by W H. Beacom, Wilmington, Del., C C.; W F. Giesseman, C. C. C., Des Moines, Ia; J. H. Baldwin, Clark's Bus. Uni., Lockport, N. Y A dozen or more lists strike an average of more than a hundred, led by J. G Kline, Detroit, Mich., B. U., with 117; G. C Raynor, Polytechnic Inst., Brooklyn, N. Y., 113; E. A. Newcomer, N. J. B C, Newark, 109. (Another large list from the same school recorded below.) Others in this century class are I. W. Pierson, B. & S. B. C., Chicago; I. H. Carothers, Elliott's B C., Burlington, Ia.; Zanerian Art Coll., Columbus, O.; H. W. Flickinger, Temple Coll., Philadelphia; W. J. Sanders, Bliss B. C., Lynn, Mass.; C. E. Doner, Spencerian B C., Cleveland, O.; E. M. Barber and J. M Vincent, Packards' Coll., N. Y.; H C. Blair, Spokane, Wash., B. C.; Spencerian B C., Milwaukee; F. W. Bowles, New International B. C., Bay City, Mich.

An average exceeding 75 is placed as the mark for the next division—some of the clubs pressing close toward century figures In this connection credits are due to the following: W. L Starkey, Paterson, N. J., High Sch.; R. O. Waldron, Douglas Sch, McKeesport, Pa; J. H Bryant, Spenc. B. C.; Phila; H B Lehman, Nor. Sch., Valparaiso, Ind.: C. N. Crandle, Chicago, Athenæum; A. H. Stephenson, B. & S. B. C., Buffalo; H Coleman, Coleman's Nat Bus. Coll, Newark; J. H. Bachtenkircher, Super. of Writing, La Fayette, Ind.; C. J. Becker, Bus. Uni., New Bedford Mass; G. Bixler, Wooster, O, B. C; F. L Haeberle, State Nor. Sch, Millersville, Pa.: E. L. Moore, Iowa B C. Des Moines.: F B. Moore, Indianapolis B. U.: C. G. Price, Bus. Coll., Knoxville, Tenn., J. H. Smith, Sullivan & Crichton B. C., Atlanta, Ga.: J. F. Siple, Burdett's B. C., Cincinnati: C. E. Chase, High Sch. Bridgeport, Conn.; W. J. Trainer, Bos. Coll. Scranton, Pa; C. A. Wessel, Ferris Indust. Sch., Big Rapids, Mich.; J. M. Wade, Lebanon, Pa, B. C.

A large number of teachers are credited with contributions surpassing the fifty mark. Clubs around this figure have been received from F. J. Heacock, Butler, Pa., B C: F. H. Vail, Breck Sch., Wilder, Minn.; A D. Skeels, McLachlan B. C., Grand Rapids, Mich.: G. E. Snyder, Wood's B C., Shenandoah, Pa; A. H. Ross, Troy, N. Y., B. C.; F. W O'Malley, Mt Carmel, Pa., B C.; W. J McCarty, Scio, O, Coll.; J. W. Lampman, Com. Coll., Omaha, Neb.; L. M. Kelchner, Nor. Ill. Nor. Sch, Dixon, Ill; L. C. McCann, Coll. of Bus., Mahanoy City, Pa; H. Champlin, Super of Writing, Cincinnati, O; E. M Coulter, Nat. B. C, Roanoke, Va.: F. A Curtis, Glens Falls, N. Y., B I; G. W. Donald, Winnipeg, Manitoba, B. C.; C. A. French, Post Office, Boston, Mass.: Jacob Boss, Central Wesleyan Coll. Warrenton, Mo.; F. O. Gardiner, Stockton, Cal, B C.; H. G. Burtner, High Sch, Pittsburg, Pa.: J T. Henderson, Oberlin, Ohio, B. C.: M. S. King, Shamokin, Pa, B C.; Geo P Lord, Com. Sch., Salem, Mass.; W. W. Merriman, Bowling Green, Ky, B. C; M L. Miner, Heffley Sch. of Com., Brooklyn, N. Y.; R. C. Metcalfe, Wood's B. C., Ashland, Pa.; E. L. McCain, Bus. Coll., Ft. Wayne, Ind.; J. C. Olson, Northwestern Nor. Sch., Stanberry, Mo.; E. T. Overend, Spencerian B. C., Evansville, Ind.; Osborn & Williams, Rochester, N. Y., Bus. Coll.; A. F. Regal, Actual B. C., Akron, O.; Fr. Remi, Holy Cross Coll., Farnham, Quebec, Can.: E. J. Scott, Brown's B. C., Galesburg, Ill.: L. L. Tuker, N. J. B. C., Newark, N. J.; W. P. Tangye, North Adams, Mass.; A. P. Wagner, Heald's B. C., San Francisco, Cal.; Miss L. McCoy, Sam Houston State Nor. Sch., Huntsville, Texas.

On the next rung of the ladder we have a handsome batch of clubs averaging above 35. Credit in this direction belongs to R. M Wade, Plainfield, N. J., B. C.; L. L. Weaver, Alliance, O.: C. O. Thompson, Spencerian Inst., Newburgh, N. Y.: I. C. Shafer, Adams' B. C., San Antonio, Texas; F Schofield, Utica, N. Y., B. C.: W. C. Schuppel, Springfield, Ill; L D Scott, Super Writing, Memphis, Tenn: G. A. Swazne, Grove City, Pa Coll; R R. Shafer, Nor. Univ, Fayette, O.: A. R. Rheude, Milwaukee, Wis, B C: W. Guy Roseberry, Ottawa, Ill., B. C: A F Rice, Butte Mont, B. C; D. W. McMillan, Onarga, Ill; J W. Manuel, Scranton, Pa., B. C.; W. H Matthews, Salem, O, B C: E. E. Mull, Y. M. C. A., New York; O. M. Langnon, S. W. Bus Coll St Louis; C. C. Lister, Sadler's B. C, Baltimore; C M Lesher, High Sch, Carbondale, Pa; Howard Keeler, Boys' High Sch, Brooklyn, N Y; A A. Kuhl, Nor. Inst Jasper, Fla; Le Doit E. Kimball, Com. Coll., Lowell, Mass.; J L. Hallstrom, N. W. Coll. & Bus Inst., Minneapolis, Minn; J. R Hutchison, Bus Coll., San Jose, Cal: T. M Graves, Supt. Com Dept High Sch, Lowell, Mass; J. E. Hyde, Agr Coll., Logan, Utah; J. H. Besser, Pa. Bus. Coll., Lancaster, Pa; S A. Hunter, Logansport, Ind.: A. P. Armstrong, Portland, Ore, B. C: J. K Beck, Com Coll., Dayton, O.; R. W. Ballentine, Dunsmore B. C., Staunton, Va.: A. C. Gegenheimer, N. W. Coll., Naperville, Ill.; C. A. Faust, Chicago B. C.; I. F. Clem Lima, O., B. C.: W. K. Cook, Hartford, Conn., B. C.; O E. Crane, Sandusky, O., B. C.: E. C A. Becker, Becker's B. C., Worcester, Mass.; J. B. McKay, O. D. B. C., Kingston, Ont.

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One of the most gratifying features of the clubbing situation as exemplified by our books is the number of substantial small clubs—25 and under—received from literally hundreds of different schools. In this connection we have pleasure in making our acknowledgments to W. W. Way, Grand Island, Neb., B. C.; H A. Way, Aberdeen, S. D, B. C.; J. J. Weber, Red Wing, Minn., B. C.; E. L. Wiley, Mountain City B C., Chattanooga, Tenn; H O. Warren, Grand View Inst., Austinburg, O.; E. G. Wright, Washington Nor. Sch., Washington, D. C; J. K Warren, Cadillac, Mich.; W. J. Wheeler, Birmingham, Ala., B. C.; R. J. Wallace, Denver, Colo., B. C; W. M. Wagner, Smithdeal B. C., Richmond, Va.; W. P Waldrep, Gonzales, Texas; F. C. Weber, Vincennes, Ind., B. C; F. F. Wildish, Metro. B. C., Dallas, Texas; B. A. Wright, Oskaloosa, Ia, B C; L. J. Tucker, Duquesne Coll., Pittsburg, Pa.; M. A. Tolrud, Humboldt, Ia., Coll; W. T. Turman, State Nor. Sch., Terre Haute, Ind; R J. Trafford, Hammondton, N. J.; G. W. 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Ferris, Eagan's Sch. of Bus., Hoboken, N. J.; D. H. Farley, State Nor. Sch, Trenton, N. J.; S S Gressly, State Nor. Sch, Indiana, Pa.; J. W. Giles, So. B. C., Lynchburg, Va.: D. A. Griffitts, Coll of Com, Austin, Texas; W S. Osborne, Pontiac, Mich, B. C.; W. S. Arnold, Puget Sound Univ., Tacoma, Wash; W. F. Ashby, So. Ind. No Coll., Mitchell, Ind.; J. T Alvis, Greenville, Texas; J. M. Aikman, Carleton Coll., Farmington, Mo.; D. B. Anderson, H. P. Nor. Coll., Des Moines, Ia.; O. F. Amburn, Galveston, Texas, B. U.: P. Addison, Kendrick, Ida.: R W. Brock, Muskegon, Mich.; Bro. Bruno, St Peter's Acdy., Brooklyn, N Y.: W. H. Barr, Youngstown, O., B. C.; W. R. Bullion, Y. M. C. A., Chicago; M. E. Bennett, Morrell Inst., Johnstown, Pa.; Clara Bank, Osage, Ia.; J. R. Baldwin, High Sch., Davenport, Ia.; M. F. Burns, Elgin Ill.; S. L. Beeney, Newark, O., B. C.; S R Bridges, Leesville, S C., B. C.: W. L. Blackman, Allentown, Pa., B. C; F W Hazleton, Red River Valley Univ., Wahpeton, N. D.: E. A. Hall, Youngstown, O., Bus. Univ.; C. S. Hammack, Almo, Neb.; Anna E. Hul, Supt. of Writing, Springfield, Mass.; J. W. Haley, Ft. Edward, N. Y., B. C.; F. H. Hall, California, Pa.; W F. Gray, Monmouth, Ill.; E. E. Gard, St. Joseph, Mo., B. U.; Miss A H. Grafft, Waverly, N. Y.; O A. Hough, Woodbury B. C., Los Angeles, Cal; Wayne Harwood, Pequod B. O., Meriden, Conn.; J. L. Hamilton, Portland Mills, Ind.; P. Hammel, Akron, O, B. C.; J. & H. K. Henderson, Leeds, England; G M. Hopkins, Bassett, Neb.; F. C. Hovey, Schenectady, N. Y, B C.; Harry Houston, Writing Supt., New Haven, Conn; J. L. Hall, Miss. Coll., Clinton, Miss; M E. Hansel, Stonewall Sch. of Boys, McDowell, Va; J O. Hardwick, Sac City, Ia, Nor Coll.; P. N. Hadley, Lake City, Pa.; A. Hawthorne, Orrville, Ohio; E. Henninger, Taunton, Mass, B C; C H Hartung, Van Horne, Ia; L. Harrington, Anoka, Minn; L M. Hatton, Tampa, Fla.; Maguire Bros, St. Paul, Minn., B C.; G. W. Moothart, River City B. C., Portsmouth, O; F W. Martin, Ricker Classical Inst., Houlton, Me.: F. F Musrush, Nor. Coll., Perry Ia.: E C Mills, Rochester, N. Y.; I. H. Lipsky, Comer's B. C, Boston, Mass.: L. L. May, Columbus B C, Norfolk, Va; R Lindley, Anderson, Ind.; J. M. Latham, Jacksonville, Fla., B. C.; Wm. G. Ladds, Franklin, Pa.; M. S. Lee, Helena, Ala.; J. J. Laurence, Metro. B. C., Dallas, Texas; A. V. Leech, Greensburg, Pa., B. C.; E. Leo, Seattle, Wash., B. C.; R. G. Laird, Eastman Coll., Poughkeepsie, N. Y.; R. A. Kells, N. Y. Bus. Coll.; J. E. Karns, Rockford, Ill., B. C.; J. H. King, Dallas, Texas, B. C.; Bro. Jarlath, 140 S. Fourth St., Brooklyn, N. Y.; F. A. Jones, Southern B. C., Florence, Ala.; C. E. Jones, Jones B. C., Chicago; J. E. Joiner, Cortland, N. Y., B. C.; C. W. Jones, Brockton, Mass., B. C.; J. F. Johnson, Hanska, Minn.; A. Johnson, Hanska, Minn.; J. I. Jordan, Rochester, N. Y.; H. C. Post, Harrington B. C., Waterbury, Conn.; G. H. Palmer, Oak Level, Ala.; E. E. Peacock, Kent's Hill, Me., B. C.; W. T. Parks, Modern Sch. of Bus., Denver, Colo.; I. S. Preston, Brooklyn, N. Y.; E. K. Pentz, Nor. Coll., Great Bend, Kan.: S. L. Oliver, Spencerian B. C., Evansville, Ind.; Jno. O'Hara, Jr., Jersey City; B. A. O'Meely, Yankton, S. D.; J. M. Obslund, Luther Acdy., Wahoo, Neb.; O. E. Ofstad, Minneapolis, Min., Writing Sch.; S. E. Natestine, Harrisburg, Pa.; E. R. Northrop, Middletown, N. Y.; T. S. Nettleton, Com. Coll. Pine Bluff, Ark.; F. A. Novatus, St. Roch, Quebec, Can.; C. L. McClellan, Albion, Mich., Coll.; J. A. McAllen, B. C., Knoxville, Tenn.; M. C. McLeod, Moncton, N. B., Can.; M. C. McGee, Lone Star B. C., San Marcos, Texas; D. McIver, Com. Coll., Charlotte, N C.; L. McReynolds, Roanoke Coll., Salem, Va.; W. L. McCulloh, Wood's B. C., Wilkes-Barre, Pa.; Wm. Moran, Charlottetown, P. E. I.; R. F. Moore, Supvr. Pub. Schs, Ft. Worth, Texas; W. I. Monroe, Waterbury, Conn., B. C.; J. D. Montgomery, Somersworth, N. H.; M. L. Mowrey, Southern Univ., Georgetown, Texas; E. H. Robins, Com. Coll., Wichita, Kan.; R. E. Rowe, Portland, Me.; R. M. Roudabush, Annex, Va.; W. A. Ripley, Huntington, W. Va., B. C.; E. R. Reeves, Ennis, Texas; J. A. Ross, Ashtabula, O., B. C.; P. Raphael, St. Benedict's Coll., Atchison, Kan.; F. H. Read, Lyndon Centre, Vt.; D. I. Rowe, Rowe Coll., Johnstown, Pa.; W. Ramsay, Fresno, Cal., B. C.; A. D. Rose, Ludington, Mich. B. C.; H. E. Rose, Yankton, S. D.; W. H. Quakenbush, Shelbina, Mo.; R. P. Paddison, S. F. M. I., Bartow, Fla.; H. J. Petty, Ransom, Kan.; E. J. Plantier, Kamm's, Ohio; C. S. Perry, Mercantile Coll., Indianapolis, Ind.; C. B. Post, Becker's B. C. Worcester, Mass.; Bertha L. Patt, Iowa State Nor. Sch., Cedar Falls, Ia.; H. E Perrin, High Sch, San Bernardino, Cal.; R. H. Peck, Supvr. Writing, Villisca, Ia.; O. J. Penrose, Chamberlain Inst., Randolph, N. Y.; C. S. Pilkington Epworth, Ia., Sem.; S. E. Shook, Cent. Com. Coll., Greenville, Ohio; T. J. Sharp Warner's Pen Art Sch., Elgin, Ill.; W. A. Stevenson, Nor. Sch., Fenton, Mich.; J. E. Stone, Collegeville, Pa.; H. F. Spencer, Curdsville, Ky.; C. Sackenreuther, Pekin, Ill.; E. J. Shaw, Bliss B C., North Adams, Mass.; S. E. Spencer, Amer. Temperance Univ., Harriman, Tenn.; C. T. Stamps, Edwards, Mass.; J. P. Simon, Superior B. C., W. Superior, Wis.; T. C. Strickland, B. C., E. Greenwich, R. I.; J. A. Sanders, N. Texas Nor. Sch., Denton, Texas; A L. Sprinkle, Austin Coll., Effingham, Ill.; Jno. Schlarb, Osnaburg, Ohio; L. B. Sullivan, Huntsville, Ala., B. C.; E. R Sanford, Crumb's B. C, Weedsport, N. Y; S. G Snell, Snell's B. C., Truro, N. S., Can.; W. C Sandy, High Sch, Newark, N. J.; V. M. Russell, Supr. Cambridge City, Ind.; E. E. Wemet, Springwater, N. Y; T. D. Wade, Cedarville, Pa.; Whiston & Frazee, Com. Coll., Halifax, N. S.; A. S. Weaver, San Francisco, Cal., B C.; T J. Williams, Pub. Schs., Pasadena, Cal.: H C Ulmer, High Sch., York, Pa.: E. E Utterback, Supvr. of Writing, Terre Haute, Ind.; J R. Taber, Northeastern Ohio Nor. Coll., Canfield, O.; W S Turner, Martinsburg, W. Va., B. C.; D. A. Travelpiece, Butler, Neb; A. D. Taylor, Wagner's Pen Art Sch., Elgin, Ill; G. W. Thom, DuBois, Pa., B. C.; A. Tooley, Brockford, N. Y.; F. Taylor, Actual B. C., Alliance, O.; W. H. Shrawder, Dunkirk, N. Y., B. C.; J. J. Swengel, N. W. Coll. of Com., Grand Forks, N. D.; Miss Cora M. Starr, Supr Writing Crawfordsville, Ind; Mrs W. J. Smith, Mercantile Coll., Kirksville, Mo.; J. E. Selfe, Western Nor. Coll, Bushnell, Ill.; W. C. Schuppel, Springfield, Ill.; A. C Sloan, Menominee, Mich, B. C; J. T. Smith, Star, Idaho; E R. Flygare, Sherburn, Minn.; W. W. Fry, Atlanta, Ga., B. C.: S. M. Funk, Wolf's B C., Hagerstown, Md.: D Fullmer, Fitchburg, Mass., B. C; C. A. Fleming, Northern B. C., Owen Sound, Ont.; D. N. Greer, Johnstown, Pa; A. C. Grimes, Wheaton, Ill., Coll.; S. Goodnight, Vancouver, Wash.; J. A. Galbraith, Marshfield, Mo.; T. S. Goss, Creston, N. C.; J. L. Zwickey, Supr. Writing, Storm Lake, Ia; F. E. Wentz, St. Lawrence, Pa.; B. M. Worthington, Lakeside B. C., Chicago, Ill.; A. S. Weaver, San Francisco, Cal., B. C.; W. Wood, Montreal, Can.; C. E. Wellard, Hornellsville, N. Y, B. C.; J. E. Whirry, Cedar Valley Sem., Osage, Ia.; W. J. Wade, Lebanon, Pa., B. C.; Hobart Webster, High Sch. Elizabeth, N. J.; B. M Winkleman, Ft. Smith, Ark.; A. R. Whitmore, Scranton, Pa., B. C.: W. H. Whigam, West Side B. C., Chicago; T. T. Wilson, Brockton, Mass., B. C.; J. H. Cooney, Spurrier, Tenn.; D. K Callison, Powersville, Mo.; A H. Cadman, Owosso, Mich., B. C.; F. L. Cook, State Nor. Sch., Spearfish, S. D.; R. R. Cleary, State Nor. Sch., Ypsilanti, Mich; A D. Deibert, Oswego, N. Y; E. L. Donohue, Parkland, Wash.; L. A Duthie, Shorthand School, Indianapolis; W. J. Downey, Pub. Sch. Niagara Falls, N. Y.; G. W Dix, C. C. B. C., Salt Lake City, Utah: E H. Ealy, State Nor. Sch, Cape Girardeau, Mo.; G. E. Eberhardt, Bethany Coll., Lindsborg, Kan.: Frère Edmond, Coll. of Notre Dame, Montreal, Can.; J. N. Engle, Junction City, Kan.; A. Fischer, Philadelphia, Pa; B. B. Fleming, Central Nor. Univ., Humeston, Ia; J H. Faulks, Live Oak, Fla.; P. W. Frederick, Ohio B. C., Mansfield, Ohio; S. H Bauman, Com. Coll., Great Falls, Mont.; C. A Bernhard, Univ. of Pacific, College Park, Cal.; M Ella Brown, Ilion, N. Y; C. W. Boswell, Kentland, Ind.; Beck & Beck, Com. Coll, Piqua, Ohio; H. E. Byrne, Patterson Inst, Hillsboro, Texas; O. C. Bachman, Seattle, Wash; M. W Blankinship, Decatur, Ill; E H. Brock, Carlisle, Pa; A. J. Blickenstaff, Manchester Coll, N Manchester, Ind; Mary G Beam, White Hall, Ind; N S. Brown, Central Nor. Coll., Danville, Ind; F M. Coguill, Zanesville, O; A. M. Cassel, Nat'l B C, Roanoke, Va; J D Cawgill, Doylestown, Wis; L. G Crosby, Elgin, Ill, Acdy.; J. M. Craig, Wood's B. C., Hazleton, Pa.; E. H. Cleary, Canton, Ohio, B. C.; Louise Caldwell, Red Wing, Minn.: W. R. Chambers, Corsicana, Texas, B. C.; L. H. Brill, Romney, W. Va., Pub. Sch.; E. E. Haverstick, Hoose Springs, Mo.; E. L. Grandy, Spencer, Ia.; I. T Good, Bridgewater, Va.; H E. Greer, Salamanca, N. Y., B. C.; F. P. Gaynor, Childs' B. C, Athol, Mass.; Wm. F. Gibson, Wesleyan Acdy., Welbraham, Mass.

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,

NEW YORK, SEPTEMBER, 1897.

NEWS EDITION.—$1 A YEAR.

MIRROR OF THE PROFESSION

NEWS AND VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

— Professional friends recently enrolled on THE JOURNAL'S list of visitors are Hobart Webster, Supvr. of Writing in the Public Schools of Elizabeth, N. J.; A. F. Newlands, Supvr. of Writing, Kingston, Ont; C. E. Chase, Prin. Com'l Dept. of High School, Bridgeport, Conn.; F. A. Curtis, Supvr. of Writing, Auburn, R. I.; D. W. Hoff, Supvr. of Writing, Providence, R. I.; S. D. Holt, engrosser, Philadelphia. Curt Hollinger, Drake's B. C., Jersey City; J. W. Wilson, New Brunswick, N. J., B. C.; O. A. Ferring, McCann's B. C., Mahanoy City, Pa.; V. T. Ely, traveling penman, Ga.; Harry Berger, penman, New York; J. J. Rogers, Writing and Drawing Supvr., Cleveland and Kent, O.

Movements of the Teachers.

— Jno. F. Siple has entered upon his fifth year as penman of the Bartlett C. C., Cincinnati. He is a progressive and deserving penman.——R. G. Laird leaves Eastman Coll., Poughkeepsie, to take charge of penmanship and the commercial branches at the Academy, Pittsburg, Pa. He succeeds M. D. Fulton.——L. G. Lloyd is looking after the penmanship interests of Eastman College.——E. G. Greenleaf, late of Syracuse, has become connected with the Glens Falls, N. Y., B. C.——J. H. Hiser, Indianapolis, Ind., a brother of W. S and B. H. Hiser, third and second prize winning writing supervisors in THE JOURNAL'S recent National Public School contest, will have charge of the penmanship work in the Richmond, Ind., B. C. the coming year.——Clark's B. C., Lockport, N. Y., has secured the services of G. B. Jones of Topeka, Kans., as sup't of the penmanship department.——W. W. Fry, recently principal of the Atlanta B. C., has accepted the place of director of the com'l dept. of John B. Stetson Univ., De Land, Fla.

— J. M. Aikman is the latest addition to the faculty of Dr. Carpenter's B. & S. B. C., St. Louis.——F. Taylor, late joint proprietor of the Alliance, O., B. C., has become connected with the Tubbs, Emlentoa, Pa., B. C.——Curt Hollinger goes from Poughkeepsie to teach at Drake's Jersey City B. C.——I. M. Walker, Fairfield, Ill., has joined the faculty of Albany Coll., Albany, O.——C. E. Winey of the Sheldon, Ia., N. C., will teach this year at the International B. C., Saginaw, Mich.——C. A. Branaiger of Kimbolton, O., has joined the teaching force of the Mountain City B. C., Parkersburg, W. Va.——The new superintendent of the shorthand department of Ashtabula, O., B. C. is Benn J. Ferguson.——T. J. Sullivan of the N. I. N. S., Dixon, Ill., has been engaged to teach at the Childs' B. C., Athol, Mass.——L. B. D'Armond of Knoxville, Tenn., has accepted a position in the Terre Haute, Ind., B. C.——B. F. Wilson goes from Columbus, O., to teach in the Easton, Pa., B. C.——A. F. Regal, late principal and penman of the Akron, O., B. C., has accepted a teaching place at Butler, Pa., B. C. He succeeds F. J. Heacock, who has left the profession.

— J. B. Mack has removed from Nashua, N. H., to Concord, where he is teaching penmanship at Smith's B. C. We regret to learn that Mr. Smith has been seriously ill.——B. A. Farnham, Pittsfield, Me., has joined the force of the Ellinwood School of Phonography and Typewriting, Brooklyn, and is announced as principal.——C. M. Swingle has been engaged to teach penmanship and shorthand at the Hazleton, Pa., B. C.——J. L. Hayward of Vinton, Ia., has accepted a place with Parson's Northampton, Mass., B. C.

In the Public Schools.

— We regret to learn that the hard times of the past two or three years have put in motion throughout certain sections of the West a wave of economy that is seriously interfering with the work of writing in the public schools. A number of teachers of our acquaintance have been reduced as to salary and others have been dispensed with altogether. Among the cities in which many special teachers have been dropped are Milwaukee, Wis., Big Rapids, Mich., and Duluth, Minn. In the latter place we understand that Miss Lucy E. Keller has lost her position. She is a particularly intelligent and practical teacher.

— J. D. Kelly succeeds A. C. Webb as Writing and Drawing Supvr. at Nashville, Tenn. A man of Webb's caliber will not be long seeking a good position.

— F. A. Curtis, late of Glens Fall B. C., has become the supervisor of writing and commercial branches in the public schools of Auburn, R. I.

— R. C. King, Millport, O., has been elected supervisor of penmanship and commercial work in the public schools of Iowa Falls, Ia.

— W. A. Frasier has resigned the Jersey City B. C., to become superintendent of the Rutland, Vt., city school.

— M. H. Fox, whose contributions on penmanship have frequently appeared in THE JOURNAL, will teach that subject the coming year at the Prospect Branch of the Y. M. C. A., Brooklyn.

— W. S. Osborn, Pontiac, Mich., has been putting in most of his time recently in Summer Normal and Institute work with gratifying results.

— Richard L. McCarty, Prin. of Pub. Schs., Salina, Utah, is thoroughly alive to the importance of penmanship as a public school branch, and is doing everything in his power to educate his teachers up to the same way of thinking.

— Harry Houston, Supervisor of Writing, New Haven Conn., whose lessons in Vertical Writing in THE JOURNAL have attracted widespread attention and highly favorable comment, did good work during the summer giving instruction at the National Summer School, Glens Falls, N. Y. He has been invited to take charge of the writing section of the State Teachers' Association, which will convene at New Haven on October 15, and would be glad to hear at once from all public school teachers in the State of Connecticut who are specially interested in writing.

School Changes.

— F. E. Wood, principal of Wood's B. C., New York City, has complained that an article printed in the July JOURNAL (a reproduction without comment from the Mauch Chunk, Pa., *Times*) does him inferentially an injustice. The article refers to the school in question as "Wood's Business College." We are informed that this name has been used without authority, and that neither F. E. Wood nor his brother, S. I. Wood, who are interested in a number of business schools, has any connection with the Mauch Chunk school, direct or remote, also that it had no right to use the name "Wood's Business College." THE JOURNAL likes to keep track of all the business schools of the country, and it is no part of its purpose or policy to injustice to any man. As there has seemed to be some confusion relating to Wood's "chain" of business colleges, not only on our part, but on the part of a number of people who have sent inquiries to us, we asked both F. E. Wood and S. I. Wood to favor THE JOURNAL with particulars in order that the facts might be made known, to the advantage of all whom it may concern and to the detriment of none.

The information furnished in response to this request is to the effect that F. E. Wood is the proprietor of the business schools at Wilkes-Barre, Pa., and New York City, and is not connected with, or responsible for, any other school; that S. I. Wood is owner of the business schools at Shenandoah, Pa.; Hazleton, Pa., and the one recently established at Newark, N. J. Associated with him in the Shenandoah school is Lydia E. Eisenhower, principal, and his associate owner in the Hazleton school is M. J. Martin.

These further facts, furnished in response to our request, relating to various schools that are generally known as "Wood's Schools" will doubtless be of interest to the profession, and are published in justice to all concerned.

The Ashland, Pa., B C. was organized for forty weeks. The school was conducted for that period, all scholarships taught out, and then closed. The Pottsville B. C. was sold to J. A. Dacus and Orlanda Hayes.——C. W. Wales is principal and owner of the Easton, Pa., B. C. E. M. Turner is principal and owner of the Allentown, Pa., B. C. I. L. Smith is proprietor of the Diamond City B. C., Pittston, Pa. C. H. Little and P. D. Spring are proprietors of the Carbondale, Pa., B. C., succeeding Mr. Gregory.

Mr. F. E. Wood further states to THE JOURNAL that he has no interest in, or connection with, any school at Perth Amboy, N. J.; Glens Falls, N. Y., or Norwalk, Conn., and that no school at these points has a right to represent itself as "Wood's Business College," so far as any association with him is concerned. It is proper to say that THE JOURNAL does not know of a school at any of these points that is using such a name.

— The Ottawa, Kans., B. C. is a new school. There is also a com'l dept. connected with the Ottawa Univ. (State Baptist School).

— Another new school on our list is the Mt. Clemens, Mich., B. U. C. C. Miles is principal; R. H. Miles, secretary.

— S. D. Gutchess, an experienced business college man, connected for some years with Wright's B. C., Brooklyn, and more recently associate proprietor of the Albany, N. Y., B. C., has opened the Gutchess School of Business, Detroit, Mich.

— S. I. Wood has opened a School of Business in Newark, N. J.

Fresh Business Literature.

— A handsomely illustrated catalogue with neat, embossed cover comes from J. B. Thibodeau's Literary C. C., Fall River, Mass.——Campbell Univ., Holton, Kans., is out with a new catalogue well printed and embellished with pictures of the Institution. C. H. Shattuck, principal of the pen art department, is one of the strong men of our profession.——A. J. Scarborough's fine touch is in evidence on every page of the new catalogue of the Drake, Jersey City, N. J., B. C.——We find much to commend in the new catalogue of the Rowe Coll., Johnston, Pa.——The Capital B. C., Salem, Oreg., adopts the elongated style that makes it convenient for carrying in a coat pocket. The matter of the catalogue is good. A portrait of Principal W. I. Staley serves as frontispiece.——The Ellendale, Ky., C. C. is out with a prospectus that is made on modern lines, and would indicate a well patronized institution. The first of its many illustrations is a handsome pen design by D. S. Hill, who has charge of the bookkeeping and penmanship work.——Blue, gold and red are the colors of the latest handbook of Hammel's B. C., Akron, O. A number of pages are devoted to a list of successful graduates in business.——A well printed, carefully written catalogue has been received from the Lynn, Mass., B. C. This school is in charge of H. W. Pelton and C. C. Dexter, both formerly connected with the Burdett Coll., Boston.——G. G. Brown, penman and artist lecturer, sends us an attractive little advertising brochure from Newark, N. J.——The National Correspondence Inst., Washington, D. C., issue a handsome little booklet ornamented with views of the National Capital.——A freely illustrated circular comes from the Modern Sch. of Bus., Denver, Colo. W. T. Park, principal.——An illustrated catalogue of the West Texas N. & B. C., Cherokee, Texas, bespeaks of a well patronized school. E. M. Barler, a Zanerian, has charge of the penmanship. C. L. Behrus of the Rochester B U. is at the head of the commercial department.——"Thoughts from a Great Life," a lecture by Dr. Wayland Hoyt, is the title of an interesting pamphlet that comes to us with the compliments of the Lebanon, Pa., B. C.——We are indebted to the Spencerian B. C. for a reprint of the address that Secretary of the Treasury, Hon. Lyman J. Gage, recently delivered before the graduates of that institution.——Among the numerous illustrations of the late catalogue of the College of Commerce, Scrantou, Pa., we observe some nice pen work by Secretary W. J. Trainer, who also has charge of the shorthand and typewriting departments.——Portraits of Mr. and Mrs. G. E. Weaver, principals, appear on the cover of the official publication of their Sch. of Penmanship and Art at Mt. Morris, Ill. The circular is well printed and handsomely illustrated.——The handsome countenance of Principal Otis L. Tenary greets seekers for information through the new catalogue of Kenosha, Wis., Coll. of Com.——O. J. Penrose, principal of the Augustana C. C., Rock Island, Ill., sends us a catalogue that is particularly well illustrated.——The printer, artist and writer have all done themselves credit in the production of a new catalogue for the Spencerian Coll., Philadelphia.——W. P. Richards, long of Chicago, is associated with Principal T. H. McCool.——Spence and Peaslee have issued a neat and attractive brochure setting forth the claims of their business college at Salem, Mass.

— Other new catalogues, circulars and advertising leaflets of note have recently been received from G. W. Moothart's River City B. & N. U., Portsmouth, O.; Joiner's B. C., Cortland, N. Y.; Luther Coll., Ottawa, Ill.; Minn. N. S. & B. C., Minneapolis; Steubenville, O., B. C.; East's Short. & Training Sch., Indianapolis; Ferris Indust. Sch., Big Rapids, Mich.; Elgin, Ill., B. C. & Drew's B. C. (Consolidated) Business Training High Sch., Kansas City, Mo.; Chattanooga, Tenn., N. U.; Brown's B. C., Peoria, Ill.; Canfield Sch. of Bus., Owatonna, Minn.; Sherman, Texas, B. C.; John B. Stetson Univ., De Land, Fla.

— Among the attractive school journals reaching our office which have not been acknowledged recently are Business Educator, Wis. B. U., Milwaukee, resplendent of red and green; Marion, Ind., B. C. Journal; Iowa B. C. Journal, Des Moines, with front page devoted to portraits of about a score of bankers and bank employes in substantial position, who were graduated from that school; Wichita, Kans., C. C. Journal; The Business Collegian, from the Shamokin, Pa., B. C.; The Student, from the Pontiac, Ill., B. C.

— The Educator is the name of a carefully edited periodical published monthly by the Highland Park N. C., Des Moines, Ia.

— Dictation, by the Dement Pub. Co., Chicago, is the monthly exponent of the Dement system of shorthand—50 cents a year.

— The San Joaquin Valley Educator is a large, interesting college journal issued by the Fresno, Cal., B C.

— "The Remington at the Golden Gate" is the title of a bright advertising leaflet issued by the Remington typewriter people.

— A pretty little hand calendar comes from the Muscatine, Ia., B. C.

General Notes.

— THE JOURNAL was mistaken last month in stating that F. F. Healey, the newly elected shorthand superintendent of the Williamsport, Pa., C. C., had been in charge of the shorthand department of the Cedar Rapids, Ia., B. C. The latter gentleman is R. G. Healey, who has been at Cedar Rapids for a number of years, and expects to stay there indefinitely. F. F. Healey is a brother, who graduated from the Cedar Rapids school.

— The growth of the Jersey City B. C. has necessitated the addition of another large floor. New furniture and equipments have been put in.

— Park Inst., Allegheny, has special courses in English, business and shorthand. W. D. Rowan is secretary.

— A handsomely engraved invitation announces the ninth annual graduating exercises of the Schissler Sch. of Bus., Norristown, Pa., on Sept. 31. Hon. Thos. J. Stewart is announced as presiding officer. Governor Daniel H. Hastings and Ex-Governor Robt. E. Pattison are down for addresses. The roll of graduates numbers nearly 100.

Hymeneal.

HOFF—RANDALL.

Mr. Daniel Walker Hoff and Miss Josephine Randall were united in marriage at the home of the bride's parents, Mr. and Mrs. Addison Crosby Randall, Menahga, Minn., on Aug. 31. At home after Sept. 15, at Providence, R. I., where Mr. Hoff is preparing to enter upon his new duties as supervisor of writing in public schools.

HAYWARD—BARR.

— THE JOURNAL is in receipt of the announcement of the marriage of Mr. J. L. Hayward, the well known penman and commercial teacher, who has held various important professional positions in the West, and is now engaged in the same work at Northampton, Mass. The happy bride is Miss Bessie Barr of Vinton, Ia., where the ceremony took place.

DONALD—HORTON.

THE JOURNAL has received a card announcing the nuptials of Mr. Geo. W. Donald, principal of the Winnipeg, Man., B. C., and Miss Edith M. Horton, on Aug. 25. At home after Sept. 15.

BENDER—KINZEL.

Mr. Emery E. Bender of the faculty of Huntsinger's B. C., Hartford, Conn., and Miss Mary Kinzel were married at the bride's home, Rochester, N. Y., Aug. 17.

Obituary.

The cause of education loses a good man in the recent death of Dr. E. A. Sheldon, for many years principal of the Oswego, N. Y., Nor. Sch. He was universally recognized as one of the foremost educators in the United States.

Individuality in Handwriting.

The editor-in-chief of THE JOURNAL, Mr. Daniel T. Ames, has been in California for several months in professional attendance upon the celebrated Fair Will Case, as an expert witness attacking the genuineness of certain papers alleged to have been signed by the late Senator Fair. Mr. Ames' associates here in THE JOURNAL office have been highly gratified at the many compliments that have been paid his work in this case by the press of the Pacific Slope. The *Chronicle*, San Francisco's leading paper, speaks of the Fair side having reserved him as the valedictorian—the final trump card—and declares that the nature and importance of his testimony showed they had made no mistake. And the finding of the court fully sustaining the Fair estate and pronouncing the disputed papers to be forgeries is a very clean-cut triumph for the handwriting expert.

During the progress of the trial Mr. Ames has made copious notes, drawings, tracings, etc., with a view to making an illustrated write-up of this very sensational case. It is hoped to have the first installment ready for the next issue of THE JOURNAL.

In the absence of our chief we take the liberty of reproducing from San Francisco's leading evening paper, the *Post*, extracts from an account of a lecture delivered by Mr. Ames in that city, August 11:

The large auditorium of Heald's Business College was crowded on Wednesday evening with students of the school, press representatives, members of the bar, and others, to hear Professor Daniel T. Ames, the well-known penmanship expert of New York and proprietor of THE PENMAN'S ART JOURNAL, speak on "Personality in Handwriting." His connection as an expert witness with the Fair case gave added interest to his remarks, and his references to large *facsimiles* of the Craven pencil will and deeds and other exemplifications were carefully followed by his audience.

Dr. C. S. Haley, the business manager of the college, introduced the speaker with a few remarks, in part as follows:

"Ladies and Gentemen—It is my pleasant privilege to present to you as the speaker of the evening a man of national fame and acknowledged by all to be the leading expert on the personality of handwriting in the United States. He is on this coast, brought from the Atlantic shore to examine the signatures and will in the celebrated Fair case, and has consented to address you, at my earnest solicitation, on this famous case.

"Professor Ames has, for a generation, in the East occupied the front rank as an expert on the great forgery cases there.

"It is not too much to say that Professor Ames has done more than any other man to systematize the art of ornamental penmanship and utilize it in its best phase. In this day, when great fortunes hang by the slender thread of a few careless pen strokes at the end of a deed or will, one may readily see why the services of a capable and conscientious handwriting expert should be in constant requisiiston.

"Of the *bona fide* handwriting experts of this country Daniel T. Ames is at the head. He brings to this work a keen analytical insight, a fine discrimination and an accurate, technical and scientific knowledge born of a lifetime of special training and practical experience. For a score of years at least he has figured conspicuously in every case of prominence requiring expert investigation. Of such cases that have come into national notoriety are the Garfield-Morey letter forgery, the Cadet Whitaker incident, the Findley letter investigation before Congress, and the Faine case in New York. One of his latest triumphs was the case of Fuller *vs.* Rowell, involving the genuineness of a signature. Here the line was drawn sharply between Mr. Ames' expert testimony, pronouncing the signature a forgery, and the positive evidence of five men who swore they had all witnessed the signing of the name. Not one of the witnesses was impeached except by the expert's analysis of the writing and the demonstration in open court of his reasons for pronouncing it a forgery. The jury returned a verdict in fifteen minutes fully sustaining Professor Ames' views. Another very remarkable case coming into his hands was one in which scandalous, threatening and anonymous letters were written to that well-known capitalist and society man of New York, August Belmont. Mr. Belmont did not recognize the handwriting in that case; but hundreds of samples of handwritings were handed to Mr. Ames, who selected from them all one that he declared was from the hand of the writer of the letters. The man selected was a vestryman of famous old Trinity Church in New York City, and one of its most aristocratic parishioners. When accused he confessed and was promptly expelled from the church on Professor Ames' testimony.

"As before remarked, Professor Ames is here as a witness in a celebrated case now being tried in the courts of this city—the Fair and Craven case. He will address you on the subject of forgery."

Professor Ames said in part:

"Some one has remarked that nature has given every man a distinct handwriting as well as a distinct voice and other personalities, and that throughout the world no two men write the same hand. While this statement is correct, I would modify it by saying that nature has given none of us a handwriting: we have acquired it. All can bear witness that handwriting does not come by gift.

"Writing is more difficult than almost any other study that you have in school, because it is of a twofold nature. When the learner has a model placed before him and is told to copy and reproduce it, it requires a double effort to do so. Many students who would be perfect judges as to the quality and general effect of a letter and who could criticise it as well as their teachers, have not the facility of movement necessary to execute.

"The learner has placed before him a model to copy. His first efforts are to reproduce it. The result is usually a stiff, hard form of handwriting which is known as the schoolboy's hand. No man or woman writes the same as when a boy or girl. Twenty different pupils go out into twenty different positions in twenty different environments, bearing the handwriting that they have taken from school with them.

"One goes into a law office, and the only criterion accepted there is the rapidity with which he can get off the matter. Another enters an insurance office, and there the criterion is the excellency of the writing. A third becomes an entry clerk in a dry goods establishment and acquires a rapid clerky hand. Thus from the twenty different environments as many different handwritings are evolved, all varying from those which were taken from school.

"When I see a handwriting I am enabled to tell with quite a degree of certainty the writer's nationality, sex and age. This may seem a strong statement; but when I tell you why, you will see that it is a reasonable one.

"The German writes an angular hand, while the Frenchman's writing is as florid as his speech. If you will place before me the writings of five Americans, four Englishmen and four Frenchmen, I should have no difficulty in determining the nationality of each. Nine times out of ten also I can distinguish between the male and female hand, although I have occasionally met gentlemen whose handwriting was so nearly like that of a lady's that it was difficult to determine by which sex it had been written. Some ladies also write large, masculine hands, but in general it is not difficult to tell one from the other. It is not the size of the feminine writing that gives the key; it is the little niceties and caprices which attach to the writing, like ribbons, flowers and other adornments of their person. The writing of every person changes in accordance with environment; not one remains as in school. This change is the personality, and comes to be a fixed habit after years of practice. It is the difference between the school hand and when all are writing alike under the direction of a teacher and the acquired hand that has taken on the development of the writer."

Professor Ames here illustrated upon the blackboard the difference between copy-book letters and those of a mature hand.

Mr. Ames said that there were three insuperable obstacles in the way of a successful fogery. First, that a forger should show sufficient knowledge of all of the innumerable personal characteristics in his own handwriting. Secondly, that he should be able to note all of the habitual characteristics in the writing which he would simulate. Third, that he should be the perfect artist to will his hand to execute exactly all that the eye presents as copy. The force of this will be obvious when one considers that in the alphabet there are fifty-two letters large and small; that each is susceptible of assuming a variety of forms, constantly varying in relationships, forms and proportions, as well as shades. Subjecting this to the ordinary rule of permutation, which most readers will remember as one of the most difficult problems in arithmetic, showing how many different positions the letters of the alphabet were capable of assuming, the utter impossibility of one handwriting being made to duplicate another is most obvious.

"It is absolutely impossible for a man to know all the unconscious personalities of his own handwriting, and he can no more know the personalities of the hand he wishes to imitate. No two persons write precisely alike. While on a celebrated case in New York I had occasion to visit the office of an attorney who spoke disparagingly of experts on handwriting, informing me that a clerk in his employ could imitate his signature so that he could not himself distinguish it from his own writing, and he submitted to me a sheet with twenty or more signatures written by himself and his clerk. Looking at it as a picture, all appeared to be written by one hand, but after half a minute's inspection I was enabled to point out the genuine from the forgery. Movement constitutes a great feature in handwriting. Forearm movement is acquired; finger movement is the one of which a learner first and naturally avails himself. The finger movement is a slow, formal and drawn motion and gives a set, formal hand, while the forearm movement gives great facility and a free, flowing and rapid style. It is also much more difficult of imitation than finger movement writing.

"On writing, one movement cannot successfully imitate the writing written on the other movement, especially cannot the finger movement writer reproduce the fluency and ease of forearm writing no more than can the pedestrian the celerity and ease of a cyclist."

Professor Ames then referred to the Fair case.

"No recent trial has attracted so much attention. It has continued over four months and has just now turned the middle point. It does not become me as a witness to make criticisms, and I will only speak of the obvious facts which have been brought out in the court room.

"Mr. Fair had difficulty in writing with a pen, and hence wrote with a pencil. The will mentioned as the pencil will was written on one side of the sheet only, and for this reason it was easy to trace the words on one side of a sheet of paper, but the writing on the first page would show through and interfere with any tracings on the obverse side."

Professor Ames here pointed out the discrepancies referred to in the will alleged to have been in Fair's handwriting, a large copy of which was hung from the blackboard in front of the audience.

President Packard's Annual Address Before Federation of Commercial Teachers' Associations, at Chicago Meeting.

(Concluded from August JOURNAL.)

It is my duty as the presiding officer of the Federation to direct your attention to such general topics as seem to be pressing upon us at this time. I am aware that the very excellent programme presented by the Committee covers most of these topics, and that they will be discussed in their order in the separate departments, and yet there is very little danger that too much will be said on the subjects that interest us all.

One of the first thoughts that come to me is that while we are "fellow-teachers" and co-workers, we are in a more or less important sense competitors. There are very few of us, I imagine, who would not rather see a promising pupil come into our own school than to know that he had decided, for any reason, to go elsewhere, notwithstanding that such decision might benefit our best friend. And those of us who are authors of books or devices for teaching can hardly be made to believe that another person's books or devices can be as well adapted to the purposes as our own; and so, in the interests of the public, and for personal reasons, we do not hesitate to push our own ventures, even to the apparent disadvantage of our neighbors. While it is not presumed that we shall be able in these discussions to define the limits or adjust the ethics of this sort of competition, I do not doubt that a clearer sense of our mutual obligation and a wider sympathy with each other will result from a full and unrestrained presentment of individual efforts and individual claims. And on this account I am unaffectedly pleased that the Committee on Programme had the discernment and the courage to set apart a portion of our time to such presentments. I feel it to be not only the privilege but the duty of every educator to give expression in any proper form to his own discoveries and his own convictions, and whether this expression shall come in the form of text-books, of mechanical devices, of essays or of informal talks, it should be welcomed and utilized. Nobody can do too much in these directions, and this body of representative teachers should make this plain. There is, however, a very difficult problem with which we have to deal individually, whether it shall be wise to discuss it in this body or not; and that is the preservation of our profession from the charge of charlatanry. In a sense, perhaps, we are all charlatans; that is, it is next to impossible for the wisest and fairest minded among us to confess, even to ourselves, how little we know, or to draw the line between what we really are and what we hope to be. And so, when we undertake to characterize the work of others would it not be well to recognize these limitations? In fact, so illy defined are the limitations of our work, and so various our ideas concerning it, that there seems, as yet, no recognized standard to which anybody can be held, and certainly no authority which would be final. It is this lack of definiteness that has laid our profession open to the charge of pretence and humbug, and that has made it difficult to meet those charges; and thus individual schools have felt the necessity at times of standing alone and letting the profession take care of itself. This situation has caused much serious thought and discussion, both among our own people and in the community generally, and especially in educational circles. In the State of New York a reform has been seriously begun which must eventually lead to clearer definitions, if not to decided improvements, in the matter of special education. New York is peculiar in having an official supervisory body over its educational interests, viz.: the University of the State of New York, which is composed of eminent men from different parts of the State, known as Regents, and whose powers are defined by the legislature. A law was passed in 1892 aiming to define and regulate the functions as well as the pretensions of private and professional schools, with a view to bringing them all under some general plan and subjecting them to a certain control by the University. One provision of the law places it within the power of the Regents to limit the use of the word College and University to degree conferring institutions, having a full, liberal arts course of instruction, following a four years high school preparation. This power if enforced would require a new nomenclature, not only for the business colleges and universities, but for the medical colleges, law colleges, colleges of dentistry and pharmacy, and a large number of creditable and publicly recognized schools, whose functions are as well understood and as well maintained as they could possibly be under any other designation. The business colleges of New York,

some of which have been in successful operation for thirty-five years and more, and have fairly won their spurs, took exception to this arbitrary decision and appeared in Committee before the Secretary of the Board of Regents to protest against precipitate action in the matter. I am not sure that any member of the Committee was tenacious for the use of the word College or University, but we all felt that an unmolested use of the word for so many years, with the full concurrence and approbation of the intelligent public, gave us some rights which even so venerable a body as the Board of Regents of the University of New York should not ignore; and one of these rights, we held, was to change our name, if best to do so, voluntarily, and not by compulsion. There were other features, however, which developed in the course of this conference which it may be well for us to consider.

The Regents propose to establish a system of supervision, or of examinations, which shall clearly define the character and work of the schools, and to award certificates to such schools as come up to the required standard. While there is no thought or intention to interfere with any legitimate instruction in any branch of study, however limited, certificates will not be issued to schools not having the equipment and facilities for a full two years' course of study superadded to a three years' preparatory high school course; and while any school shall have the privilege of issuing certificates of attainment, at any part of the course, no diplomas, so called, shall be awarded, except by the Board of Regents, after a satisfactory examination.

I need not go further into the details of this plan, and have said so much only to acquaint you with one effort which is being made to place upon the public rather than upon the schools themselves the duty of deciding who are worthy and who unworthy. Inasmuch as no test of this plan has yet been given, I am unable to say what the results may be; but I very much fear that so long as the distinguished men who are to act as umpires content themselves with a perfunctory examination of facilities and methods without knowing the character and attainments of teachers, the public will have to depend in the future, as in the past, upon their own way of distinguishing between the good and the bad.

And now, ladies and gentlemen of the Federation, let us look at the situation as it is; and, under the best lights given us, consider what are our individual duties. We represent a wide constituency, not only in extent of territory but in local conditions. Some of us are from the larger cities, and draw our patronage almost wholly from our immediate vicinity; others represent smaller communities, and have to seek a wider area of supply. In the one case little difficulty is experienced in holding pupils for a longer time, or of enforcing the ordinary school methods of short daily sessions, with regular summer vacations and no evening sessions; in the other, students must be taken for short terms, the school rooms must be kept open six days in the week and twelve months in the year, from 8 o'clock in the morning until 5 o'clock in the afternoon, with night sessions for the smaller half of the year—and there may be many other differing conditions which would make it preposterous to say that the same ideas and the same methods would apply equally to all. Some years ago, in a paper on the "Possibilities and Limitations of Our Work," read before a body of this kind, I brought severe maledictions upon my head by assuming that what I wanted in the conduct of my business was the universal want. I don't wish to make that mistake again. I believe, however, that there are a few things in common which we can all recognize and upon which we can mainly agree. And in order that I may speak directly to the point, I will address myself entirely to those who are connected with professional business schools, as distinct from those who represent commercial departments.

The professional business schools of to-day, with scarcely an exception, have a constituency of young men and young women, averaging, say, 18 years of age.

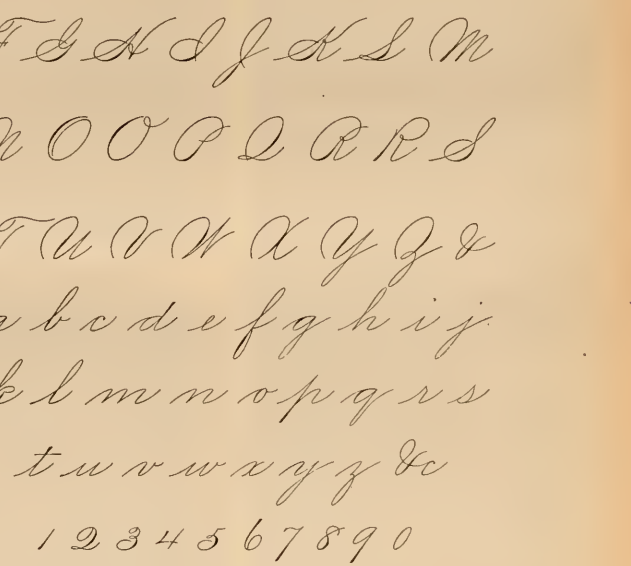
In the smaller towns, where students are drawn from country districts, the average may be higher; but in all instances, or nearly so, the education which these interesting young people seek from us is to be their final school education. In ninety-nine cases out of a hundred they expect to pass directly from our schools into the world, and we must be the judges of their fitness to do the work that is before them. And, fortunately, we know mainly what that work is to be. I have been censured for taking a too restricted view of our obligations—of, perhaps, forgetting that our young men and young women are ever to be other than clerks on a salary. I do not deserve the censure, for it is the one thing that I never forget. And there is another thing that I don't forget—viz., that before they become full-fledged citizens, bank presidents, millionaires and members of Congress they are likely to be "clerks on a salary;" and the better clerks they are, the surer will they be fill with credit these higher functions; and so I am not disturbed when, for any reasons, our schools are called "Clerk Factories." It is an honorable designation if by its use is implied honest work; and we can afford to stand by it so long as we make it a point never to send out a poor article. What the business world most needs is not more clerks, such as they are, but better clerks, such as they should be and such as we should be able to manufacture

But with all our zest to fill these requirements we are never to forget that the duties of clerkship are not all the duties that our boys and girls are to encounter in life—that if they live long enough they will be men and women with the responsibilities that these conditions imply. But I would not dare to say that if we are true to our narrowest limitations, and confine our work even to making good penmen, good bookkeepers and good stenographers, such work is not commendable, or that we cannot trust something to the educational influences of the life upon which our young people are about to enter; nor do I feel that however anxious we may be to give them a broad education, so that they may grow to be something beyond mere clerks, we can save them from the necessity of getting their most valuable equipment for life from contact with life. But there is much that we can do and should do to set them on the right path, and to make it mainly sure that they will follow that path. This is not the place, nor have I the time, if it were, to speak of the processes of the school room as touching our technical work. This will be better done, and I do not doubt it will be fully done in the places set apart for it. I know generally that there are before me earnest and anxious teachers and authors who are loaded up to their limit with unanswerable arguments promotive of this and that idea, and this and that pedagogical device. I am glad it is so; for therein lies our hope of progress. If everybody was bent on doing the same thing in the same way, we should not only lose interest in our work, but should help our critics to prove their assumption that teachers always stay in a rut. So, let us not be disturbed by the assumption that until the last decade nothing was really known about teaching, nor by the opposite statement that all the new fangled notions serve only to show the weakness of their projectors. There is truth as well as falsehood in both statements, and when the personal interests or personal prejudices that lie at the bottom of the controversy are eliminated, it will appear that what is most needed in all this matter is the faithful, intelligent, conscientious teacher, who knows his pupil and his pupil's needs, and who will find out a way of supplying those needs. All that I would contend for in this matter is that every teacher should be true to himself and to his convictions, and employ that method of conveying instruction which he best understands and can most effectively use. Let him take David as his example, and refuse to don the King's armor when he knows that in his own hands a "smooth stone from Kedron" is the best weapon.

Now, leaving our technical work to take care of itself how much and what can we do to make our boys and girls men and women in the broadest and best sense.

Let me present to you an ideal school—and it is, by no means, my own school. It contains a sufficient number of pupils to permit an effective organization and a sufficient number of teachers to do the work easily and well. There are three distinct departments, with an adequate number of independent class rooms. There are (1) a department of Bookkeeping and Business; (2) a department of Stenography and Correspondence; and (3) a department of Civics, which embraces as an important feature the study of English. I would see that no student should "get on" in bookkeeping or stenography at the expense of his English, and that the least thing that should trouble him would be "getting through." In fact, I would have no "through" in the case. No student should ever be graduated, nor should any one know what progress in any study his fellow-student was making. I would have the course of study so full and so satisfying that if an intelligent pupil desired to remain five years instead of one, he could do so with pleasure and with profit. At the same time, if he had but a short time at his disposal, say a week, a month, a term, or a year, he should be able to measure his own progress from day to day; and whenever he might deem it best to stop, he should be able to look back and say: "If I had known this would be the end of it, I could not have spent my time to better advantage."

One of the things that would never be neglected in this ideal school would be training in expression. From the first day to the last of the pupil's indefinite and unprescribed term he should be required to use the English tongue, and to do it to the best of his ability. He should learn not only to express his thoughts clearly and forcefully in his written efforts, but in his ordinary, everyday speech; and he should not only be able to speak easily and without embarrassment to one person held by the buttonhole, but with the same ease and self-possession should he address a multitude of his fellow-students, with every eye looking him in the face and every mind following his words. I would have him to know that while speech is silver and silence golden, the best model of a man is not a dummy, and that there are other means of concealing ignorance besides holding his tongue The one thing that I should expect to accomplish by practice in public speaking would be to disclose to the speaker his own ignorance, thereby begetting a desire to know more. He would soon learn, I think,



ACCURATE TEXT-BOOK SCRIPT. MADE IN THE JOURNAL OFFICE.

what we older ones know, even if we don't admit it—that as a rule lack of expression comes from the lack of something to express, and that when one is caught saying: "I know what I wish to say, but cannot express it," the admission carries its own refutation. Children with their meager vocabulary never have trouble to tell all they know, and neither do men and women. So I would limit public speaking to the topics which the speakers themselves fully understand, and I would teach the pupil that nothing he does "well understand" is unworthy of speech. Then I would see that the means of information on all important topics was accessible to pupils, and that the teacher who directs this part of the work should not only be a well informed man himself, but should have that rare qualification which lies at the basis of all useful knowledge, the knowing where to look for things. I would have a library accessible to all students, and it should contain all the books required for any information which the pupil might need in the pursuance of his school work. I would see to it also that no questions of immediate public interest should be neglected. If our foreign relations are uppermost in the public mind, see that the school is kept posted upon daily happenings; if the tariff is uppermost, let the tariff be discussed; even, if possible, get to the bottom of the silver question. I think that any teacher who will follow out this programme will be astonished to discover how much more some of his boys know than he does, and how important it is, if he is to pose as their instructor, that he should read the newspapers.

I have given so much stress to this seemingly outside part of our work that some of you are beginning to ask yourselves, or me, how the time can be secured for it. I will simply say that instead of taking time that belongs to other studies it will add to the time by reducing hardship. What the student needs is to have his thinking machine put in motion, and under such an impetus as he will gather from the necessity of thinking and speaking his productive powers in the way of lesson getting will be multiplied indefinitely.

I wish I could dwell longer on this interesting theme, but I cannot. Some of you are already beginning to feel that my ideal school is getting lop-sided; but as none of us or our ideas are absolutely symmetrical, I hope for your indulgence.

Finally, I will say that as the success of my ideal school will depend almost, if not wholly, upon those who have charge of it, it must have a perfect faculty. My teachers must be not only intelligently well equipped, but morally beyond criticism. They must have at easy command all the stock arguments and advice as to honesty and purity, and must then be the living exemplars of their own teaching. If it should ever seem best to advise a sixteen year old boy not to touch cigarettes, the sixty year old man who gives the advice shouldn't try to beat the devil around the stump by smoking a pipe. If it is not nice for boys to swear, it is abominable for men to do it. If lying, in any degree, and under any circumstances, is proclaimed from the teacher's desk as a vice or crime, that teacher can find no refuge that will protect him from the consequences of his own irresponsible or careless utterances. There are many ways of lying not defined in the dictionaries; and, taking us all together, we have probably hit upon most of them, but the meanest and most detestable kind is that sort which under the form of truth misleads the young mind, and, finally, destroys all faith in human words. There are parents who live an open lie before their children, without seeming to know it; and teachers who say their prayers at night without daring to look the day in the face.

I feel quite free in this arraignment of mankind, because I am in no danger of stepping on anybody's corns. What I have said applies to nobody in this room. We are all honest and truthful and conscientious. We all have at heart not only the best interests of our profession and the world, but are fully awake to our own personal responsibilities.

We represent the creditable, trustworthy schools of the continent. The work that we do is honest work. There are plenty of humbugs in our business, but we do not belong to that class. The schools that fail in honesty, integrity and efficiency are across the street, or around the corner. We know where they are, but "we never mention names."

Neither will I mention names. I will only say that in the long run we shall find our level, and that while something may be done in a factitious way to give us our ratings, we shall eventually get them without aid from the State or any prescribed form of umpirage. The work we do lives after us, and the results of that work are our only claim to public confidence. But do what we may, individually, live to ourselves, and for ourselves, as fully as we desire, we cannot and must not forget, after all, that we belong to a confraternity and stand for a distinct profession. Forty years ago, as I have stated, there were in this country eleven schools devoted to the study of purely commercial branches, with, say, one thousand pupils and thirty teachers; to-day there are not less than two thousand schools, with fifteen thousand teachers, and an annual enrollment of 160,000 pupils. That these schools exist, that they are, in the main, generously supported, and that they are, one and all, helping in the great work of education should give to us a sense of gratitude, and beget in us a sentiment of charity and brotherly love in keeping with the blessed season which we have chosen for our coming together.

Pronunciation Test.

To read a biography or genealogy with all the data and detail seems to many rational, sagacious people a sacrifice of time and exhausting to one's good humor, so they renounce them with vehemence and call them uninteresting.

This idea is vagary because certain genuine truths are often illustrated in the lives of exemplary sovereigns, their coadjutors or persons of preferment.

Just to divert his mind during a moment of leisure a youth waiting in a New Orleans depot bought a book to which none other extant is comparable for its words notable for their difficult pronunciation.

The plot is as follows: A reputable man of national fame once occupied a suite of rooms in San Jose. He was a great financier, a man of industry and patriotic spirit, conversant on all questions of nineteenth century civilization. He had a fine physique and a dark moustache. His wife was a notably decorous society woman who felt it obligatory to extol people instead of using contumely.

Their beloved children were mischievous and given to all kinds of juvenile chicanery and subtle tricks, when not with their comrades.

They could tell you stories of dogs, calves, donkeys or ostriches, describe the Arctic glaciers, the Chinese or any of the antipodes, also Calliope or the Naiads. They were fond of almonds, licorice, syrup and desserts. When ill with diphtheria, bronchitis, erysipelas, neuralgia, or an epizootic, their mamma or aunts gave them half a spoonful of genuine morphine, cayenne and water, alternately. The daughter, although an amateur pianist, could play either Mozart, Hayden or Chopin in exquisite taste.

Monsieur's demise occurred one February afternoon. On inquiry a deficit of eleven hundred dollars was found in the treasury. After the obsequies the remains were taken to a cemetery in Missouri. The relatives left for Iowa and Arkansas.

Uncle Sam's Wealth.

The area of the United States is 3,025,600 square miles; with Alaska it is 3,602,990 square miles, equal to the area of all Europe with Italy and Turkey excepted. Texas, its largest State, is 212 times the size of Rhode Island. Texas might invite every man, woman and child now living in the world to settle within its territory, offering each individual a plot of ground 49½ x 100 feet. The State would not be really crowded, for each individual would have four times the space taken by each person in New York City. England, Ireland, Scotland, Wales, Italy and Portugal could be transplanted to Texas, and there would still be room for a good-sized promenade, where curious Americans could walk while studying this bit of Europe. Three of the cattle ranches of Texas cover as much territory as the Sandwich Islands, which we were to annex four years ago.

The wealthiest nation of the world is the United States. The census of 1890 shows the true valuation or fair selling price of the real and personal property of the country to be $65,037,091,197. It is an increase of over forty-nine per cent. on the valuation of the previous decade, and is about six times the value of the money of the entire world. The mind cannot grasp the meaning of such figures without graphic illustration. This amount in gold dollars would load 123,570 carts, each carrying a ton. If two thousand gold dollars were piled one on the other they would form a stack three feet high. Make similar piles close together till a wall of gold one mile long and worth $230,400,000 is formed. Increase this wall to twenty-eight and one-fourth miles, and the amount would represent our national wealth. Placed side by side the coins would form a carpet of gold covering five square miles.—*Ladies' Home Journal.*

New Perpetual Calendar.

Our friend C. E. Chase of the Bridgeport, Conn., High School has favored us with a copy of his new Christian Era Perpetual Calendar. This is quite the most ingenious contrivance of the kind that has come to our attention. It enables anybody to look back to the year one and find out the week day on which any event happened. Also, one may look as far into the future as may be desired and find out what week day any particular date will fall on. Mr. Chase has given this matter special study for years. He issued a perpetual calendar quite a while since, but it was not in its present perfected shape.

The Boys of '97.

EDITOR OF THE JOURNAL:

There is but one object of interest in the world that exceeds a boy, and that is a girl. I have never wondered that boys were so bad, but have often wondered that they were so good. It seems to me that when I was a boy the whole drift of a boy's life was toward evil. Men seemed to have very little respect for boys, and only tolerated them that they might abuse them. Fathers made a virtue of being severe and uncompromising. It was the boy's patrimony to get kicks and cuffs rather than caresses. My father was one of the mildest men, and yet he was very seldom the champion of his own boys. If one of them got whipped at school he was very apt to catch it again without question when he got home. Nothing seemed to put a new teacher in favor with parents so surely as flogging one of their boys. Older brothers were usually tyrannical toward their younger brothers. There has been a great change in this respect, and the Boy of '97 has the benefit of it. Whether the change is wholly advantageous to the boy, I am not prepared to say, and yet I think it is. The "boys of '97" are in many respects better equipped than were the boys of '47—not merely better educated and better clad, but have a more assured standing and recognition. As a whole, the parents are wiser, even if they are less severe. Wiser, I think, because less severe. Nothing so much delights me as the spectacle I often witness these days of a father and son who are not merely acquainted with each other but are close companions, *chums*. The last thing in the world I would have thought of doing when I was a boy would be to make a confidante of my father. I don't now remember a contemporary boy who ever dreamed of doing such a thing. Fathers, as we viewed them, were not made for that purpose. They were our advisers, our monitors, our commanders, but never our confidantes or companions. I was at the house of a friend the other day who had a boy of 18. The young man had been out to a party the night before, and as I went into the room he was detailing the incidents to the "old man." "Say, dad," said he, "I made a 'mash' last night, and she was the prettiest girl in the room." "No?" said the old man in apparent surprise. "How did you do it?" and then followed a delightful confidential, innocent interchange of views touching girls in general, and this girl in particular that opened my eyes as well as my ears. Nothing seemed to be withheld, and the conference was as free and unrestrained as it usually is between two boys of equal age. And still, in all that was said it was plain that the father held the guiding hand, and that the purpose of the boy was to get advice as well as sympathy. I have been thinking about that scene a good deal, and have been asking myself what difference it would have made in my life had such relations existed between my father and me—and then again I have wondered as to what extent that father represents the father of '97. One thing I do know, however, that the "boys of '97" are more manly and more self-reliant than were the boys of my boyhood days. When I was a boy there were two distinct kinds of boys—viz., city boys and country boys. That distinction still exists in some measure, but not so pronounced. The intermingling of city and country in these days of cheap railroad fares and country homes for city people, is such that the opportunities for culture and observation are about equal, and so the country boy of '97 is on a par with the city boy of '97.

Another point I would like to speak of wherein much misconception is had. The general feeling has been that the city is a very dangerous place in which to rear boys. I think just the reverse of that. No doubt if a boy is determined to go the devil, he can find the shortest route in a large city, and I am not prepared to say that the Rev. Sam Jones was wholly out of his reckoning when he said that Boston was only "half a mile from hell." But I honestly believe that the safest place in which to rear an honest minded and ambitious boy is a large city. For here is where the best of everything moral, religious, intellectual and artistic is to be found. Here are the best books and teachers, the best preachers, the brightest orators, the brainiest men, the finest actors and musicians, and the best pictures. There are lots of pleasant roads here that don't lead to the devil, and there is no trouble in finding them.

Another thing is helping the boy of '97. He has a sister who is no mere simpering miss, without a purpose in life. She is his equal in all honorable pursuits and practices. Her education is on a par with his own. She is "up" in literature, in politics and in athletics. She not only rides a wheel, but she belongs to the Ladies' Health Protective League, and knows how houses should be ventilated and how to get rid of the health destroying nuisances. She is a member of a Woman's Club and understands the drift of public sentiment, the merits of most public questions, and can make a speech if called upon to do so. Surrounded by these helpful influences and inspired by the promises that are before him, I think the prospects of the "Boy of '97" are excellent.

S. S. PACKARD.

New York.

Penman's Art Journal.
A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

O. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUPT'T OF SUBSCRIPTION DEPT.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 958 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

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Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.

We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

The Business College—Its Beginning and Present Status.

EDITOR OF THE JOURNAL:

Please be so kind as to furnish me information on the following points:

What was the name of the first business college established in the United States? When and where was it established?

What is the number of business colleges now in the United States? What was the approximate number of students for the past year?

B. A. DAVIS, JR.

Richmond, Va., B. C.

It has long been a disputed question as to which was the oldest "Business College." The honor seems to lie between the late R. M. Bartlett, founder and proprietor of Bartlett's C. C., Cincinnati, and C. E. Comer, founder of Comer's C. C., Boston. According to a biography of Mr. Bartlett published in THE JOURNAL shortly after his death in the spring of 1892, he opened a commercial school in Philadelphia in 1834. This is claimed by himself and his friends to have been the first exclusively commercial school in the world. Shortly after, he removed to Pittsburg, and established a school there on the same lines. In 1838 Mr. Bartlett went to Cincinnati and opened the Bartlett Commercial College, which retains the same name to this day. S. S. Packard of this city taught in that college nearly fifty years ago. It was Mr. Packard, we believe, who gave to Mr. Bartlett the honorary title of "Father of the Commercial College," and he has repeatedly stated that there is no doubt of the fact that Mr. Bartlett was at least the first to use the word "College" in connection with a commercial school.

On the other hand, we have heard it claimed a number of times that Comer's B. C., Boston, is the senior business college. To the best of our information this school has been in continuous operation nearly sixty years. We think it was established before the Bartlett School moved to Cincinnati.

These points were raised in THE JOURNAL five or six years ago, and resulted in a letter from C. M. Bartlett, the son and successor of the founder of Bartlett's C. C., stating that he has now in his possession copy of a letter of recommendation received by his father from his first class of graduates in Philadelphia in the year 1834, which began:

"The undersigned, pupils of R. M. Bartlett's Commercial College in double entry bookkeeping, etc., respectfully invite our friends and acquaintances to patronize Mr. Bartlett, as he is not only an instructor of ability, but a practical accountant and bookkeeper."

We refer our correspondent to the cut that serves as the frontispiece of this issue for information relating to the number of business schools and independent normal schools in the United States and Canada. Also for the approximate annual attendance. It is believed that these figures are as accurate as it is possible to get. The compilation represents an immense amount of labor, involving the writing of thousands of letters as one detail.

Proposed Memorial to Isaac Pitman.

Shorthand people are much interested in the proposition to erect a suitable memorial by the members of their craft to the late Sir Isaac Pitman, founder of the Isaac Pitman phonography. The project is by no means confined to the writers of Isaac Pitman shorthand, but appeals with equal force to all phonetic shorthand writers, it being conceded that the various other phonetic systems in vogue all grew out of the original invention of the "Father of Phonography." Our neighbor, *The Illustrated Phonographic World*, gives the project a fine send-off, and announces that contributions from 10 cents upward sent to it, at 102 Fulton Street, New York, will be duly acknowledged and properly taken care of. We quote from the *World:*

This proposition affords a splendid opportunity for laying aside our little petty jealousies, if we have any, and uniting as a single brotherhood in manifesting the esteem that we all have, or ought to have, for our common benefactor and the benefactor so largely of the whole human family. All who admire excellency of character must admire the unselfishness, the industry, and the dogged perseverance in the propagation of his scheme that were so distinctly manifested throughout the sixty years' hard toil of the Grand Old Man Phonographic—to say nothing of the genius displayed in perfecting so beautiful a method of rapid writing.

Such a man honors knighthood more than knighthood can honor him. For the benefits received by ourselves personally, as well as for those bestowed upon the whole business, intellectual and religious community, no contributions that we can make to a testimonial such as that proposed can be the proper measure of our gratitude. The almost numberless inventions of the past sixty years have revolutionized society in many respects; but of all the inventions, none singly has surpassed, if it has equaled, in happy and widespread influence, that of phonography. It is itself the best memorial of its author that could be erected; but if ever a commemorative statue was in place it is on this occasion. It is not, therefore, an *appeal* that we need to make for subscriptions toward the proposed visible memorial; but it is simply an *invitation* to join us in the movement, *which we know will be heartily responded to.*

As already stated, the *kind* of memorial will be determined mostly by the amount that may be contributed, but all donors may have the assurance that the General Committee will be guided in their decision by the principle of making the memorial a fair representation of *universal* regard—the regard of writers of all phonographic "systems" in all continents.

Western Penmen's Association.

A meeting of the Executive Committee of the Western Penmen's Association of Federation of Educational Associations will be called at an early date to map out the programme for the coming meeting, and wishing to give all an opportunity to be upon the programme who can assure their presence and accept a topic for discussion, to advise me of your wishes at once, stating subject, and also to name any topics you might think of value and interest to the profession.

C. A. FAUST,
Chairman Ex. Com., Chicago Bus. Coll., Chicago, Ill.

The "Fake" School.

EDITOR OF THE JOURNAL:

I firmly believe that there will be very little trouble in effecting a permanent organization of the business colleges of the State to maintain a standard of business college work. It seems to me an almost absolute necessity to have this movement accomplished, for there is scarce a city in this State that is not cursed with some "fake" that is doing everything that can be done to bring a stigma upon business college work. The schools that do legitimate and honest work are condemned, while the "fakir" moves into another town in quest of new victims.

G. A. DAKIN.

Dakin's B. C., Syracuse, N. Y.

New Accountants' Association.

The National Society of Certified Public Accountants of the United States was recently organized in New York. The initial membership comprises sixty-seven of the one hundred certified public accountants who have qualified for such work under the law of New York City. The first meeting of the new organization was held on August 18 and the following officers were elected: President, Arthur W. Smith, senior member of Smith, Reckitt, Clarke & Co.; first vice-president, Albert B. Bierck, auditor of the Long Island Railroad Company; second vice president, Franklin Allen of Brooklyn; secretary, Frederick C. Manvel, and treasurer, Leonard H. Conant.

To become a member a person must hold a certificate from the Regents of the State University as to his qualifications in respect to moral character and professional attainments. The library to be established will be the first complete one of its kind in this country. It will be open to members and to all professional accountants, accountant students and bookkeepers who may wish to become subscribers.

The Celebrated Fair Will Case.

It is safe to say that no civil litigation of the past twenty years in this country has attracted more widespread attention and interest than the Fair will contest at San Francisco. After a trial extending over several months and bitterly fought at every stage, the court has rendered a decision pronouncing to be forged and fraudulent the papers by which Mrs. Craven, a self-alleged widow, attempted to get possession of property worth millions. The victory is most conclusive for the Fair estate. Mr. Ames, the editor of THE JOURNAL, who has spent several months in San Francisco testifying in court as a handwriting expert, attacking the genuineness of the Craven papers, is preparing for THE JOURNAL an illustrated account of the famous case, which will be of great value as showing the conclusiveness of handwriting evidence, apart from the general interest arising from the millions at stake and the many sensational features involved.

In the News Supplement of this issue will be found an extract from the San Francisco *Post* relating to this matter.

On to Fifty Thousand!

We give on page 166 a list of the main clubs for THE JOURNAL received during the school year just closed. Nothing approaching this, in the aggregate of subscriptions or the number of schools from which they come, has been known before in the history of class-school journalism. Read over the list, and you will miss few of the better class of commercial schools on this continent.

THE JOURNAL'S appeal is to the better class of schools—those that are doing good honest work in the cause of business education, be they great or small. THE JOURNAL does not truckle to the "flapdoodle" element. The "fake" school people are against it to a man. And THE JOURNAL is against them, and means to do all it can to protect the reputable schools by placing them in their true light before the public.

Of course there are good schools also that are not on the list. Some of them have been sorely beset by the unfavorable business conditions of the past few years. Others—few, we are happy to say—have "grievances," which may be THE JOURNAL'S fault or theirs—partly both, perhaps. THE JOURNAL makes no claim to infallibility. It makes mistakes, and, apart from this, no paper or person can hope to suit everybody in everything. THE JOURNAL has no quarrel with these schools, but wishes them godspeed in the good work they are doing—a work to which THE JOURNAL has given its best efforts for more than twenty years.

In the clubbing list published in this issue no mention is made of many small clubs and of some large ones whose senders have requested, for one reason or another, that their names be withheld. To one and all we say, "Thanks, kind friends. It is you alone that make possible the publication of a paper like THE JOURNAL. For twenty years THE JOURNAL'S boast has been that it appeals to the intelligence and solid worth of your profession; and we offer your names in evidence."

And now for the new school year just getting under way. With signs of returning prosperity everywhere, is it too much to hope that the two thousand odd commercial schools in this country will not find it difficult to put THE JOURNAL'S circulation up to the fifty thousand mark before the close of the present school year?

Penmanship—Yesterday and To-Day.

An interesting paper under the above caption, published on page 150 of the August JOURNAL, should have been credited to S. E. Gutterridge of Hayward's Shorthand and Business College, St. Louis. No name was on the manuscript, and while that was supplied in a separate letter we regret to say that the letter became disconnected from the manuscript. Mr. Gutterridge is the kind of a man we are likely to hear from again.

Very Fine Writing.

A machine has been invented, which is composed of exquisitely graduated wheels, running a tiny diamond point at the end of an almost equally tiny arm, whereby one is able to write upon glass the whole of the Lord's Prayer within a space which measured the 204th part of an inch in length by the 440th part of an inch in breadth, or about the measurement of the dot over the letter "i" in common print, says the Philadelphia *Record*. With this machine any one who understood operating it could write the whole 3,566,480 letters of the Bible eight times over the space of an inch—a square inch. A specimen of this marvelous microscopic writing was enlarged by photography, and every letter and point was perfect and could be read with ease.

The Gentle Art of Forgery.

(FROM THE NEW YORK PRESS.)

The Davis will case in California has attracted wide attention, like many other products of that glorious climate, and the man who probably is the leading expert of the world in handwriting has given his opinion that the document in dispute is genuine.

The methods of observation on which he bases his belief, as told in court, are of scientific and at the same time popular interest. Three tests, according to this expert, present themselves: First, the habit of the writer as to varying from the base line or keeping to it. Second, the general slant of the stem letters. Third, the average degree of pressure made by the pen.

A fairly good forger can acquire one of these peculiarities. An unusually clever rascal may achieve two of them, but it is not possible, so says the expert, for a man to "attain all three." To illustrate this idea various kinds of forgery were described in detail—such as the direct copying plan with a sample of the name lying before one, the freehand plan based on long practice of the man's general writing, the tracing method and the photographic process, which, it was remarked, being more complicated, was rarely attempted for the production of ordinary documents. The forger by this theory, while aiming to make the slant just right, would be "sure" to miss the proper pressure, or if trying for that, would lose the natural relation of the genuine script to the base line. Doubtless this is true in 999,999 cases out of 1,000,000. Occasionally occurs, nevertheless, in the ranks of those who essay the gentle art of forgery, a man of genius, like the late "Count" Zubof, literary protege of Howells at one time and pet poodle of Boston society. This remarkable Russian rogue, who committed suicide last summer in a New York jail rather than face again the courts on account of a forged check, had a method of which he claimed the origination, and which might easily have baffled "experts," as it sometimes succeeded in making even his victims believe his handwriting their own.

His way of learning a signature, as he revealed it to another too ingenious gentleman now temporarily serving the State, was this: He treated a signature to be forged not as a thing of minute details, letter slants, pen pressures and base lines, but as a totality. And in order to free his mind from any over-attention to this point or that, he turned it upside down and began to imitate it in that fashion as a general meaningless scrawl or picture, copying it again and again mechanically. Then he reversed the process, still treating it as a whole, and when he had arrived at what he considered a facile fidelity to the essential character of the signature he tested it by shuffling together several specimens of his handiwork, and if he was unable to detect by a magnifying glass which he had forged upside down and which not, he felt himself ready for business. Naturally at first such a method took bushels of time; but genius, which is "only an infinite capacity for taking pains" and giving pleasures, never grudges that sort of thing, and with years came facility—a fatal facility in his case, though that is outside the consideration.

Leaving, however, the solitary rare appearing manifestations of genius in forgery, there is this to be observed in addition to the mathematical measuring analyses in which the experts delight to dispert themselves, especially in court, for the gaining of cash and fame. The handwriting of men loses and gains peculiarities from time to time and is modified by physical conditions, by the kind of pen used and sometimes by sudden mental stress or obscure mental disease. It must therefore in many cases be much easier to say that a certain specimen is genuine than to decide that it is not. And now and then a Zubof reincarnates to bother the experts and make them willing to admit that there may be an exception to a 999,999 rule.

TO THE EDITOR OF THE PRESS:

SIR—My attention has been called to an editorial in *The Press* of August 16, under the caption of "The Gentle Art of Forgery."

As my associate, Daniel T. Ames, to whom you refer as "the man who probably is the leading expert of the world in handwriting," is the handwriting expert in the case, I happen to be more or less familiar with it. The editorial in question would lead readers to believe that Mr. Ames founded his opinion on three points, and three alone, and as I happen to know that he took many other things into consideration in reaching a conclusion, I trust that you will pardon this letter. As the writer of the editorial evidently obtained his information about the Davis case and Mr. Ames's testimony from incomplete newspaper reports he is of course excusable.

The three tests mentioned in the article are, "First, the habit of the writer as to varying from the base line or keeping to it. Second, the general slant of the stem letters. Third, the average degree of pressure made by the pen." These are only a few of the general tests used in expert examinations of handwriting. Many others are usually made, not to mention the scores of strong points obtained from comparison of individual letters, strokes, etc. I know Mr. Ames's method of procedure so well that I know that he did not rely alone on the three tests mentioned.

While expert handwriting testimony is by far the most satisfactory of any kind of expert testimony yet it is not by any means as exact as mathematics. The handwriting expert may make a mistake, but he has one great advantage over a medical, or almost any other kind of expert, because he is able to back up his opinion with reasons, and if the court and jury do not think his reasons good they are not bound to accept his opinion. I always prefer to give my reasons for any opinion expressed, and as the jury has the two sets of writing and can follow my comparisons, they are thus enabled to tell just how much weight to attach to my opinions.

Handwriting is full of characteristics—not to say anything about character. These characteristics are acquired by years of practice, and no person knows how many he has in his writing, as few persons know what constitutes a characteristic. Nothing a human being does so clearly and positively identifies him as his handwriting. These identifying characteristics have been unconsciously acquired, and, of course, cannot be gotten rid of when desired, if the writer should happen to know them—which he never does.

I firmly believe it to be an utter impossibility for one person to imitate successfully (so that the imitation cannot be determined by an expert) a page of writing of another. The person attempting the forgery should be able to accomplish the following: First, he must know all the characteristics of his own hand. Second, he must be able to kill all of the characteristics in his own hand. Third, he must know all of the characteristics in the hand he is imitating. Fourth, he must be able to assume characteristics of the other's hand at will. These four points are insuperable obstacles, and I don't believe the forger lives who has surmounted or can surmount them.

Because a forger is successful in securing money on forged writing, or temporarily successful in passing his writing for that of another, doesn't prove that his work is a perfect fac simile, incapable of being told from the genuine. Where laymen, bankers, pseudo experts and snapshot experts are frequently deceived is in the "pictorial effect." The writing in question as a totality looks like the genuine—is a good offhand imitation—hence the picture before the eye is the same. This is very deceptive and has led many astray.

This leads me to the point made for the late "Count" Zubof, the forger mentioned. I have never seen any of his work, but judging from the description of his method, I should say that he aimed at a pictorial effect, satisfied if he could fool the layman. Copying a signature to produce a pictorial effect requires less time to learn than where a signature is studied in detail and practiced until it can be reproduced with a fair degree of accuracy—just the reverse of the statement made by the writer of the editorial. The ability necessary to produce a good pictorial effect is not nearly so great as that required to produce writing that takes very careful examination, letter by letter, stroke by stroke, to determine which is the genuine.

The fact that the "Count" succeeded in making his victims believe his writing to be their own is not unusual. Frequently we have had victims bring duplicate checks and notes bearing their own signatures, of which they were unable to pick out the spurious from the genuine. In order to make an accurate copy of anything it must be studied in detail. In writing, the size, slant, shape, shade, spacing, speed and movement must be carefully studied. And to make a copy of a signature or other writing that will bear a resemblance to the genuine sufficient to make a passable pictorial effect, the forger must practice considerably.

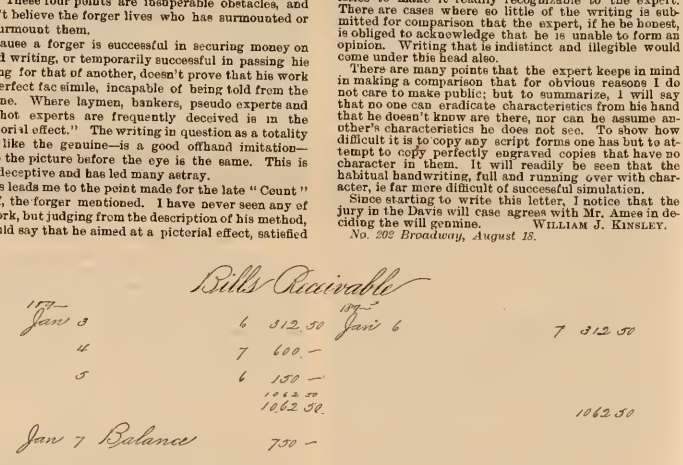
But after all study and practice the forger is able to deceive only those who judge resemblances only from pictorial effects. He is nothing more nor less than a penman. Fregoli, who, with his make-up box, wigs, beards, etc., is able temporarily to make us believe he is a Bismarck or Gladstone, but is unable to pass muster of the expert, who, with his trained eye and Bertillon system of measurement, is enabled to detect hundreds of discrepancies in the make-up.

"The handwriting of men loses and gains peculiarities from time to time and is modified by physical conditions, by the kind of pen used and sometimes by sudden mental stress or obscure mental disease." Granted. And yet I have never seen or heard of a handwriting that had been so changed by any or all of these various conditions that it did not retain enough of its characteristics to make it readily recognizable to the expert. There are cases where so little of the writing is submitted for comparison that the expert, if he be honest, is obliged to acknowledge that he is unable to form an opinion. Writing that is indistinct and illegible would come under this head also.

There are many points that the expert keeps in mind in making a comparison that for obvious reasons I do not care to make public; but to summarize, I will say that no one can eradicate characteristics from his hand that he doesn't know are there, nor can he assume another's characteristics he does not see. To show how difficult it is to copy any script forms one has but to attempt to copy perfectly engraved copies that have no character in them. It will readily be seen that the habitual handwriting, full and running over with character, is far more difficult of successful simulation.

Since starting to write this letter, I notice that the jury in the Davis will case agrees with Mr. Ames in deciding the will genuine. WILLIAM J. KINSLEY.

No. 202 Broadway, August 18.



A PAGE FROM "SWEET'S BOOKKEEPING BY ACTUAL BUSINESS PRACTICE." (J. S. SWEET PUB. CO., SANTA ROSA, CAL.)

THE EDITOR'S SCRAP BOOK.

Penmen's Exchange Department.

Amateur.

— The following have asked to be enrolled on the list of amateurs who wish to exchange penmanship specimens with others registered in the department: E. M. Vaile, South Londonderry, Vt.; N. A. Morris, Lebanoo, Ind.; W. G. Carter, 23 Houghton St., North Adams, Mass.; H. O. Keesling, Central Ave. and 29th St., Indianapolis.

— A number of smoothly written cards, inclosed in a letter of excellent chirography, come from T. S. Overby, Taylor, Wis.

— A graceful specimen of bird flourshing has the signature of G. T. Brice, student of the Gem City B. C., Quincy, Ill.

— C. M. Griggsby, who is in attendance upon the C. C. C. C., Des Moines, Ia., submits some written cards that are a great credit to himself and to his penmanship teacher.

— The *Echo*, professional paper of the Willmar, Minn., Seminary, has a new cover and other ornamental work by J. A. Jansrud, the teacher of writing.

— We are in receipt of several handsome specimens of penmanship, chiefly ornate script, by C. C. Canan, Schissler Sch. of Bus., Norristown, Pa.

— F. B. Moore, penman of the Indianapolis B. U., sends a letter written in white ink on blue paper that is one of the most delicate and dainty creations of the kind which we have seen for a number of years. Moore's lessons now running in THE JOURNAL have won golden opinions from teachers and learners everywhere.

— A number of compact and other movement exercises in the form of large letters and borders, all executed with remarkable skill, have been received from C. A. Sargent, Kimball, O.

— We have received specimen of automatic pen lettering by G. W. Hess of Ottawa, Ill. Mr. Hess is a student of the well-known "auto" specialist, A. B. Cushman, Humboldt, Kans. His work is very remarkable in form and execution for one who has been in business such a short time, and we predict for him success on the professional lines which we understand he contemplates engaging in.

— A variety of well made pen work, including script and flourishing, is sent us by T. E. Erwin, Chattaroy, Wash.

— Plain capitals and ornate signature combinations worthy of commendation come to THE JOURNAL with compliments of J. E. Thornton, Carrollton, Ga.

— L. C. Vannah, Glendon, Me., contributes a business letter that is a model of neatness and simplicity.

— A. U. Walker, Elsmere, Del., is a young penman reaching out for a mail order business with every hope of success. His talent and bright promise for the future are attested by a variety of work, including plain and ornate writing, recently received in this office.

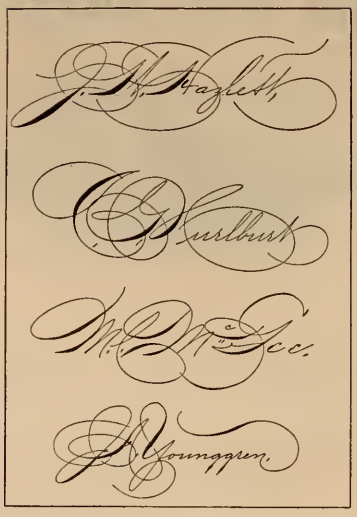
— A number of beautiful cards come from A. A. Scott, St. Clair, Mich. Other artistic specimens in this line are from J. G. Reaser, York, Pa., and S. A. Phillippy, Reistville, Pa.

— THE JOURNAL makes its bow to F. O. Gardner of the Stockton, Cal., B. C., for the largest variety of fine writing that it has received in a long time. There are perhaps a dozen different kinds of writing, all first-class, to say nothing of some clever shading pen work. THE JOURNAL hopes to reproduce some of this work at a favorable opportunity.

— A large number of pen specimens, mainly in the line of flourishing and representing that art at its best, have been received from that very accomplished pen artist, A. D. Skeels, who has lately become connected with the Troy, N. Y., B. C.

— We have received from Evansville, Ind., a package of students' specimens—movement exercises and writing. The name of the sender does not appear on the package, and we have no means of identifying the work. One of the student is Lina Heyns. Will our friend, the sender, please let us hear from him in order that due credit may be given? In sending specimens of this kind the name and complete address of the sender should always appear conspicuously *in connection with the package itself*. Sending it in a separate letter does not meet the case, as such letters often pertain to other matters and are separately mislaid.

THE JOURNAL'S AUTOGRAPH REGISTER.



J. W. HAZLETT, MULBERRY, IND.; C. G. HURLBURT, UTICA, NEB.; M. C. M'GEE, SAN MARCOS, TEXAS; J. A. YOUNGGREN, MINNEAPOLIS.

Fake School Chains.

Two or three people have written us taking exception to the article in the June JOURNAL relating to "Fake School Chains." A much larger number have written commending the article. People will differ.

G. W. Williams of the Little Falls, N. Y., B. C., late of various schools in Pennsylvania, sends a long letter stating his grievances and offering to prove that he is an innocent victim of various designing teachers and others. He fails to submit any proofs beyond his own unsupported statement, which we are not prepared to accept. If he has any proofs and will submit them in due form THE JOURNAL will give him full credit and extend exact justice. Mr. Williams serves notice on THE JOURNAL of a suit for libel. We welcome the issue, as the publication of our article was made after the most careful research and investigation. There is more to come.

For the benefit of all whom it may concern, we wish to repeat most emphatically and unequivocally that it is high time to put a stop to the business of opening up schools without capital, selling scholarships, getting pay in advance and then unloading on people who are without the means of carrying out the original contract relating to scholarships. Such a business is swindling pure and simple, and people engaged in it merit the punishment that is meted out by the law for any other form of larceny.

If this is libel, make the most of it. Let those whom the cap fits wear it. THE JOURNAL is prepared to meet any action of law that any aggrieved party may feel it advisable to bring. Not only that, but THE JOURNAL is taking steps to institute proceedings on its own part with a view to a thorough legal ventilation of such matters. Somebody is likely to discover soon that there are several kinds of lawing. Such action would have been taken weeks ago but for the fact that a number of people who are in a position to give legal testimony relating to such matters prefer to remain behind the curtain and let some one else do the fighting.

Meantime, we renew our invitation to all who have had dealings with fake schools to send us full information.

The "Professor."

EDITOR OF THE JOURNAL:

Apropos to the discussion of the propriety in the use of the title "Professor," especially by professional teachers of penmanship, I desire to give a few reasons justifying such use of it.

It is an instinctive principle of human nature in the rank and file of humanity to honor by a complimentary distinction those of their fellows whom they recognize as being superiors in any vocation.

If the people have by popular usage accorded a distinctive title to the person who makes a specialty of teaching a particular art or science, then that person is entitled to such perquisite for whatever it is worth, whether the modern lexicographers are up to date or not.

If it is a satisfaction to an enthusiastic student to address or speak of his teacher as *professor*, that teacher weakens his influence with that student, is lacking in tact, and as discourteous, if he admonishes the student not to call him professor, as it would be to refuse a flower or an apple from an admiring pupil, saying that such gifts should be made only to teachers in exalted positions in Universities.

To this same principle in human nature is due the fact that the person in a community who has distinguished himself by enterprise or ability outside of professional lines as a "leading citizen" is called *Major* or *General*.

The dictionaries may not authoritatively sanction such usage, but it goes just the same, and a principle of human nature is satisfied and no harm done.

The superior merit which the great body of the people instinctively honor with a distinctive title is entitled to such distinction and is a well earned part of its capital.

That such distinctions do have value may be inferred from the fact that the patient speaks of her physician as "my doctor," and to her, medicines prescribed by the *doctor* are a deal more efficacious than if prescribed by plain *Mr. Smith*.

Such is the glamor of this exalting principle in human nature, which it is but politeness as well as policy to reconize.

"Honor to him to whom honor is due."

If the professional specialists who occupy university chairs consider their titlistic company too diversified and promiscuous, and that their personal merit needs bracing up with a more exclusive title, why not, they having the power to confer titlistic honors, decree a new title to be enjoyed entirely by their own selves?

L. B. LAWSON.

BY W. P. WALDREP OF McGEE'S LONE STAR B. C., SAN MARCOS, TEXAS.

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Witness the seal of the West Point Business College and the signatures of the President, Secretary and Treasurer, this ..... day of ..... A.D.

..... Secretary and Treasurer. ..... President.

SCHOLARSHIP FORM. MADE IN THE JOURNAL OFFICE.

Mother Goose Prose for Quill Drivers.

EDITOR OF THE JOURNAL:

Uncle Sam's little Johnnie is down sick of a bad handwriting, and Miss Columbia has invited "all the doctors of the land" to come in and see if they "can't make little Humpty Dumpty stand." A long time ago one good old doctor felt Johnnie's pulse and said to his father, "Samuel, all your boy needs is a good square diet of copy books, and he will recover." The delighted father said he should have them, so he bought all kinds; and gave them, bit nr miss. It was hard on Johnnie, but, be they in powder, pill or tincture form, down they must go, even if nurse had to hold his nose, or give him lumps of sugar. He lived, poor boy, but that was all; the neighbors declared him to be worse after treatment than before.

Just in the nick of time, in stepped the medical corps of a new college. Ah!! ejaculated they, all in one breath; "Methinks I smell copy books; can it be possible, Mr. Samuel Cottontop, that you give your precious boy such old ! ! ! ! ! medicine as they are? Clear the house of such nostrums! This is nothing more nor less than an aggravated case of hieroscribbleinktumoch, to cure which (if it be not already too late) you have but to remove that by which you have been fondly attempting his restoration."

Out went the copy books, to Johnnie's pleasure, but, alas, not to his recovery.

One eminent member of the profession asserted that the boy used too much ink. "Just induce him to leave off all shades," said he, "and his recovery is as good as accomplished."

A school of very young Q. D.'s claimed that the forms of his letters were too complicated: one of them would say, "I know, for I've tried it, and can't make them decently myself, and if I, with my brilliancy, can't master in a jiffy what it occupied those old fogies years to learn, who invented them, what better evidence do you want of the fact that there is an imperative demand for a new system, with me for the author of it?"

But this being our busy day we usher out this budding genius (?) to give place to another, who assures Uncle Sam that all of the foolery of past ages is undone by his common-sense diagnosis of the case, which is simply this—"Johnnie has taken his writing slanting, and it lodged in his neck; became crooked, and made him crooked also, and cross-eyed and haggard. See, now," says he, "how easily I change all this, by merely up ending the letters and enabling them to slip down with the ease and celerity of an oiled eel through an auger-hole."

There was, also, the representative of that justly celebrated theory of medicine which teaches that "Like cures like." "Here," said he, "I give you the case in a nut shell. Good writing is so different from Johnnie's writing that it discourages him to look at it; so, you see, with me, at a glance, that the way to get the boy to write nicely, as you write, it is only necessary for you to set his copies badly, as he writes."

Uncle Sam welcomed all these philosophers with their ideas and subjected poor Johnnie to their every nostrum, but he grew no better, but rather worse. The neighbors called his ailment a dispensation of Providence, with which, by the way, they were all affected, and said that as they were all born that way, what couldn't be cured would have to be endured. Uncle Sam had, himself, about come to their view of the matter, when one day it occurred to him to put the case for solution to his old negro servant, Consistency.

The old man was not considered quite as bright as some other people, but what few wits he had, hung together.

Said Uncle Sam, "Consistency, what do you think of the doctors, and their treatment of Johnnie's case?"

"Well, Massa, bein' ez youz ast me, I'ze gwine tu tell yu. I'ze no great doctah myself, but I'ze too old to be doctahed by sich kinds o' medicine. De schools o' medicine dose dere doctahs represents am too much on de negatif ordah too suit dis chile; hit's too much like trying to bridle de hoss at de tail.

"Et yu boy's full o' bad ritin bit's kase dey's no good ritin' in 'im, to crowd it out.

"What dat boy needs is a teachah wut ken teach 'im good ritin. Takin dis copy book, oah dat shade, oah de udder style o' lettah away fum 'im, oah stannin dis style up, slantindiculah, wun't nevah make 'im no good ritah, kase dey's nuttin' positif about de process: hit's all negatif. A good deal's done foah de udder tings, but nuttin's done foah de boy. Dey's done loss sight of de fac dat good ritin wuks fum inside out and not fum outside in.

"In case o' moe o' dese yesh doctahs bit's dere age dat's agin um; dey's too young. Wheahevah brain poweah runs to common sense, time wuke wondans foah sich cases; but when, on de contrar', hit runs to uncommon sense, oah nonsense, ontwell de dizzeze stracks in on de subject, hit's beyant de powah o' clocks oah swlmanicks to sahe 'im. Sitch people am gawu gawzlinz, an dey stay jist one age fum de cradle to de grahe.

"Dese yung practitioneahs mus hab time; yu kyante hurry um up much; all yu kin do is to see dat dey practice on some uddeh huddie's Johnnie asides yonah's; foah I'ze quiabed one fac tum hobservation, an hit's dis—'Young doctahs hab 20 remedies foah one dizzeze, while old uns treat 20 dizzezez wid one remedy; an in obstrackshuns uv de digestionary orgums, in which un old doctah ud naturally gib pills, a yung 'un ud be jis as lackly to decorate de back o' hee's neck wid a po'us plastah."

Uncle Sam is now looking for a teacher who can teach. None other need apply.

BALDWIN.

BY E. T. OVEREND, STEWART'S B. C., TRENTON, N. J.

For Next Month's Journal.

Business Writing for Advanced Pupils.

THE JOURNAL will begin with its next issue the publication of a short series of three lessons in business writing for advanced pupils by F. W. Tamblyn, penman, Kansas City, Mo These lessons take up the student at a point where he is supposed to have received sufficient instruction relating to materials, pen holding and the primary ground work movement exercises. They supplement and reinforce whatever instruction the student may have received in primary work. Mr. Tamblyn has done his work remarkably well. The instructions are short and pithy, and the illustrations, which are freely used, will be found of great value to any student of business writing.

Suggestions in Sentence Copies.

Under this caption M. K. Bussard, Iowa City, has contributed a timely paper of great practical value to teachers and advanced pupils. The paper is fully illustrated and will be presented in the next issue of THE JOURNAL.

EDITOR'S CALENDAR.

100 WRITING LESSONS. H. W. Flickinger, 1840 N. 21st street, Philadelphia, author and publisher. Price $1.

For several days the editorial eye has been feasting on some of the most accurate and beautiful script ever received by THE JOURNAL. Exercises, capitals, words, abbreviations, figures, signatures, checks, notes, drafts, bills, etc., are all given in the greatest profusion, and these coupled with ample instructions make this compilation a model set of writing lessons. Of course, when one knows that it is from the pen of that superb penman and modest gentleman, H. W. Flickinger, nothing less than a work beautiful, accurate and business-like would be looked for. Mr. Flickinger can and does couple beauty, accuracy and practicability in his writing and in his "100 Writing Lessons." It is a magnificent publication, and, like its author, an honor to our craft. Mr. Flickinger is known as one of the world's foremost penmen—and this work will ever be a monument to his skill as teacher, author and penman.

PRACTICAL LETTER WRITING. By H. T. Loomis. Published by the Practical Text Book Co., Cleveland, O. 135 pages. Cloth. Price 75 cents; Introduction 40 cents.

This text book is designed to meet the demand for complete information regarding the construction, forms, punctuation and use of the different kinds of letters. Also the correct forms and uses of notes and cards; together with exercises for practice. It is also useful as a reference book. Mr. Loomis has done his work conscientiously and thoroughly, slighting none of the details that appertain to this important matter. The book is freely illustrated, including many pages of beautiful copper plate script. It describes the proper materials to use and tells all about the arrangement of the various parts of a letter, addressing of envelopes, folding letters, making enclosures, etc.

"A Series of Practical Graded Lessons" has been prepared for class work in connection with the text book. Every teacher of correspondence should give these works careful inspection.

White's Patent Pen and Pencil Attachment.

We are in receipt of this little device advertised in another part of THE JOURNAL. Its simplicity and adaptability for various useful purposes are readily suggested by the cut in the advertisement. One use is to prevent the pen or pencil rolling from the desk. Another is to elevate the point to prevent the shedding of ink—a very important consideration in case of a fountain pen. The attachment also serves to hold the pen or pencil in the pocket and prevents its being lost. It may be slipped down and used as a cushion for the fingers when writing, thus affording a welcome relief to fingers that are accustomed to grip the smooth surface of the pen holder with the possible outcome of writer's cramp.

Teachers Who Are Asked to Invest.

THE JOURNAL recently received a letter from a commercial teacher stating that he had received a letter from the proprietor of two business schools offering to give him an interest for $1,000, and to pay him a yearly salary of $1,000, with the guarantee that the salary, together with profits, would amount to at least $3,000 a year. The teacher had already offered to work for a salary something less than $1,000, without an interest or other emolument. He asks our advice about accepting the proposition. We will say that it is purely a case of individual judgment. Opportunities for putting in $1,000 and drawing out $3,000 in one year by a man who appraises his services at $1,000 a year, are not particularly common in these days, but of course such things have been done. If one has the money and is willing to take the risk, our advice is to examine the particular case with great care. Find out how things have been going, what the present income of the school is, and, more than all, what reputation it bears in the community in which it is established. If a business arrangement be effected, papers should be drawn carefully defining the nature of the arrangement. Then, if a man puts in his money he is taking a fair risk of trade whether he loses or gains. Every once in a while some one writes us a whimpering sort of letter that he has been done out of a certain amount of money by some designing school villain and finds himself without remedy. Doubtless such cases have occurred, but there is a presumption of intelligence in a person who follows the business of teaching, and one who is not business man enough to fully investigate such places in advance and carefully guard his own interests, has no call to instruct others in business matters.

To Journal Subscribers.

The price of THE PENMAN'S ART JOURNAL (regular edition) is 50 cents a year. The price of the News Edition is $1 a year. Special prices for clubs on both editions. Particulars sent upon application.

All clubbing subscriptions for THE JOURNAL, either edition, and all subs. for regular edition are cut off promptly at expiration.

This paragraph marked means that your subscription has expired and you will receive no further copies of The Journal unless you send money for renewal.

Professional or Permanent List.

THE JOURNAL'S Professional List includes only those who subscribe for the News Edition at $1 a year (no club subs.). To these the paper is sent until ordered discontinued, with bills yearly, payable in advance. It is a matter of peculiar gratification to THE JOURNAL that its Professional or Permanent List has contained for years the names of a large majority of the best known commercial school proprietors and teachers, most of whom send clubs of their pupils at a reduced rate. This shows that there are not lacking in our profession discriminating men and women who appreciate the importance of maintaining a high-grade representative paper that does not cater to the flapdoodle element, but appeals to intelligent people and works for the upbuilding of the profession and gives "The Best and Most of It," regardless of cost.

This paragraph marked means that your name is entered on our Professional or permanent List (News edition) and that another year is due ($1). No subs. taken at less than $1 are entered on to this list. Prompt remittance is requested.

Profiting by Bro. Grant's Example.

EDITOR PENMAN'S ART JOURNAL:

I have been trying to learn to write, but have almost given up all hopes, for I have never yet heard of a penman whose initials were F. E. S. Will some penman please remove the mountain?

Yours truly,
F. E. SHANE.

DES MOINES, IOWA, July 28, 1897.

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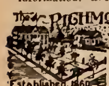

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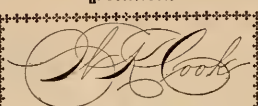

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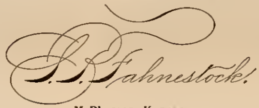

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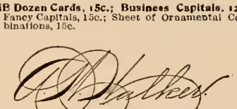

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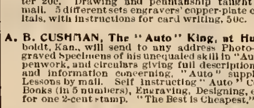

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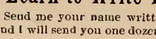

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SEND 25 CENTS for fine specimens of Writing, Lettering and Flourishing. Can't help but please. Address JNO. F. SIPLE, care BARTLETT'S BUS. COL., Cincinnati, O.

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A. D. TAYLOR will send you his National Course of Twenty Lessons in Writing for only Ten Dollars. Terms, one-half in advance. Address A. D. TAYLOR, Galveston Bus. Uni., Galveston, Tex. 1-f

Learn to Write Your Name.

Send me your name written in full and 25c. and I will send you one dozen or more ways of writing it, with instructions, or send me 50c. and receive 24 or more ways, or $1 and receive 36 or more ways. Circular and price-list addressed in my own hand for 2c. stamp. Address

A. E. PARSONS, Creston, Iowa.

CHAFFEE'S SHORT-HAND SCHOOL. Practical in every particular. Mail instruction. **First Lesson Free.** Address W. G. CHAFFEE. Oswego, N. Y.

Have You $1.00

and would you like to learn Automatic Shading Pen Lettering?

This Will Do It.

A self-instructor of 51 pages containing 21 alphabets, a page of printed descriptive instructions and a variety of borders, 2 pens and 2 bottles of my renowned ink for same, sent prepaid for $1.00.

Those starting classes in Automatic Lettering should write for my special prices of automatic pens, inks, and supplies. I can save you money and guarantee satisfaction The best is the cheapest. Send 2 cent stamp for color sheet and circular.

C. A. Faust, "The Automatic Man,"
67 Wabash Ave., Chicago, Ill.

"Want" Ads.

In answering advertisements signed by a nom-de-plume, delays and mistakes are avoided by sealing and stamping the replies ready for mailing and writing the nom-de-plume in a corner, then inclosing such sealed replies in an envelope addressed to The Penman's Art Journal, 202 Broadway, New York. Postage must be sent for forwarding Catalogues, Newspapers, Photographs, &c.

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places, are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

GRADUATE of business university is open for engagement as teacher of book-keeping, Eclectic shorthand and penmanship. Four years' teaching experience. Also attended normal school and has good common school education. Health good; age 30. Familiar with Williams & Rogers' system. Good references; moderate salary. Address "M. S. N.," care of PENMAN'S ART JOURNAL.

AN ALL-ROUND commercial teacher is open for engagement as teacher of penmanship, grammar, arithmetic, bookkeeping correspondence, history, etc. Public school and commercial college training. Four years' teaching experience. Familiar with Williams & Rogers, Powers, Bryant and Sadler systems. Health good; age 25; unmarried. Good references. Moderate salary. Ready now. Address "C. G. S.," care of PENMAN'S ART JOURNAL.

AN EXPERIENCED all-round commercial teacher is open for immediate engagement. Teaches bookkeeping, arithmetic, commercial law, penmanship, etc. Graduate of high school. Also attended normal college. Six years' teaching experience. Familiar with Williams & Rogers, Sadler's and Ray's systems Health good; age 28; unmarried. Good references. Moderate salary. Address "D. L. H.," care of PENMAN'S ART JOURNAL.

PENMANSHIP, pen art, bookkeeping and correspondence are my specialties. Can teach all commercial and common branches. Public school, academic, commercial and penmanship training. Familiar with Williams & Rogers, Powers and Bryant & Stratton systems. Good health; age 28. Good references. Moderate salary. Ready now. Address "L. E. O.," care of PENMAN'S ART JOURNAL.

TEACHER of bookkeeping, penmanship, business arithmetic, commercial law, etc., is open for engagement. Graduated from two business colleges. Several years' teaching experience. Familiar with Bryant & Stratton, Musselman's and Ray's systems. Health good; age 30; unmarried. Good references. Moderate salary; ready now. Address "T. L. A.," care of PENMAN'S ART JOURNAL.

I TEACH Isaac Pitman and Munson Shorthand and typewriting Can teach English branches if necessary. Seminary and business college training. Four years' experience. Health perfect; age 24; unmarried. Good references. Moderate salary; ready now. Address "F. P. M.," care of PENMAN'S ART JOURNAL.

TEACHER of commercial and penmanship branches, with five years' teaching experience, is open for engagement. Graduate of high school and normal college. Familiar with Williams & Rogers' system. Health good; height 6 ft.; unmarried. Good references. Moderate salary. Address "N. P. N.," care of PENMAN'S ART JOURNAL.

EXPERIENCED teacher of book-keeping, bus' practice, penmanship and commercial law is open for engagement. Can handle expertly all the commercial branches. Good common school, academic, legal and business training. Eleven years' teaching experience. Familiar with W. & R., Musselman's and various other leading systems. Health good; age 34; married. Good references. Fair salary; ready Sept. 1, '97. Address "Y. W. H.," care of PENMAN'S ART JOURNAL.

COMMERCIAL TEACHER, who also teaches Pitman Shorthand and typewriting, is open for engagement. Good normal and commercial school training. Familiar with W. & R., Ellis, Wentworth's and Hills and Milne's systems. Excellent health; height 5 ft. 7 in.; unmarried. Good references. Moderate salary; ready now. Address "G. A. E.," care PENMAN'S ART JOURNAL.

MY SPECIALTY is penmanship in all its branches. Can assist in book-keeping. Graduate of public schools, Zanerian Art Coll. and business college. Also attended normal school. Four years' teaching experience. Familiar with Eastman's system. Good health; age 25; unmarried Good references. Low salary. Address "E. B. C.," care of PENMAN'S ART JOURNAL.

TEACHER of business, arithmetic, grammar, correspondence, book-keeping, commercial law, etc., is open for engagement. Graduate of teachers' scientific and business courses. Ten years' teaching experience. Familiar with W. & R., Powers' and Goodyear's systems. Excellent health; age 37; unmarried. Good references. Moderate salary. Address "A. P. W.," care of PENMAN'S ART JOURNAL.

I TEACH book-keeping, shorthand, penmanship, commercial law, etc. Graduate of Eastman College, National Pen Art Hall, Ohio Bus. Coll. Have held positions as manager and principal of business colleges. Ten years' experience in teaching commercial branches. Familiar with Sadler's, W. & R., Powers' systems. Health good; age 34; married. Salary moderate. Address "R. B. W.," care of PENMAN'S ART JOURNAL.

SITUATION by No. 1 all-around business college man. Began teaching in 60's in B. & S. chain. Any of the common or com'l branches well. Expert accountant. Good penman. No. 1 teacher of writing. Can teach drawing and entertain with chalk-talks and elocution. Excels in short methods in numbers. Can fill any position. Qualifications and ability undisputed. Address "QUICK IN FIGURES," PENMAN'S ART JOURNAL.

FIFTEEN years experience teaching Eclectic Shorthand and all business branches. Can teach Isaac Pitman Short, also Graduate high school, business and penmanship courses. Familiar with Sadler's, Williams & Rogers', Musselman's systems. Health good; age 33. Good references. Moderate salary; ready now. Address "B. C. E.," care of PENMAN'S ART JOURNAL.

ALL ROUND commercial teacher with over 16 years' teaching experience is open for engagement. Public and normal school and business college education. Familiar with Sadler, Packard, Williams & Rogers' and Ellis systems. Health good; age 38; married. Strong references. Fair salary; ready now. Address "B. Y. N.," care of PENMAN'S ART JOURNAL.

PENMANSHIP and book-keeping are my specialties. Can teach arithmetic, grammar, etc. Business, normal and penmanship training. Familiar with Williams & Rogers' and Sadler's systems. Health good; age 26; unmarried. Good references. Moderate salary; ready now. Address "N. I. N.," care of PENMAN'S ART JOURNAL.

TEACHER of Graham and Pitman Shorthand, typewriting, punctuation, letter writing, etc., is open for immediate engagement. Public school and business college training. 6 years' teaching experience. Age 28; unmarried. Good references. Moderate salary. Address "O. I. S.," care of PENMAN'S ART JOURNAL.

BOOK-KEEPING, penmanship, and arithmetic are my specialties. Can assist in commercial law, spelling, correspondence, etc. Public, private and commercial school training. 6 years' teaching experience. Health excellent; unmarried. Good references. Moderate salary; ready now. Address "H. A. W." care of PENMAN'S ART JOURNAL.

TEACHER of penmanship, drawing, book-keeping and English branches is open for engagement. High school, academic, State and business college training. Familiar with Eastman's system. Health good; age 34; married. Good references. Moderate salary; ready now. Address "QUICK," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, arithmetic, commercial law, correspondence, etc., is open for engagement. Public school, normal and business college training. 7 years' teaching experience. Health good; height 5 ft. 10 in.; married. Good references. Moderate salary; ready now. Address "L. K. E.," care of PENMAN'S ART JOURNAL.

Teachers Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, Commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

WANTED.—A teacher of commercial subjects, Benn Pitman or Munson stenography and typewriting, to give services for one-half gross receipts in a New York City school, to begin on or before October 1. A rare opportunity for the right man. Particulars furnished by Heffley School of Commerce, Brooklyn, N. Y.

Teacher Wanted!

Lady or gentleman, to travel and appoint agents. No canvassing. Salary and expenses paid.
ELLIOTT PUBLISHING CO., Philadelphia, Pa.
Educational Department. 7-2

Teachers Schools

Com'l, Penmanship, Shorthand and Drawing Teachers, etc., desiring better positions; and schools wanting first class teachers of any kind, are invited to correspond with the Equitable Teachers' Bureau. We can render you valuable assistance. Charges teachers half usual rates. Services free to schools.
W. T. PARKS, Mgr., Denver, Colo.

No More Teachers Wanted

for present enrollment in our Teachers' Bureau unless they are well educated and thoroughly equipped for their work. This does not necessarily mean that they must be experienced, but they must be entirely capable and able to furnish unexceptionable references. Our terms are the same to all. Explanatory circulars sent to all inquirers.

No Charge to School Proprietors

for putting them in the way of getting teachers. All we ask is: *Tell us just what you want.* If you want a teacher to invest money we are entitled to know that fact and expect to be fully informed.
PENMAN'S ART JOURNAL TEACHERS' BUREAU,
202 Broadway, New York.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

WANTED.—Teacher in well established Business College who can act as partner. No capital required. Owner wishes to retire. Address "LA PLUME," care of PENMAN'S ART JOURNAL.

WANTED, for each state, teachers of bookkeeping who can invest in an established business $1000. A person of good business capacity can double his money each year and make a good salary. Address "D. I. T.," care PENMAN'S ART JOURNAL. 6-3

Fine California Fruit Farm to Exchange for Business College in the East.

In the heart of the choicest orange and olive belt in Southern California, twenty acres in bearing fully improved. The finest variety of navel oranges and Spanish olives, with heavy crop now in sight for Christmas trade. For domestic use there are mandarins, pomegranates, peaches, prunes, grape fruit, lemons (enough of these to sell some), guavas, etc. There is a splendid opportunity to establish an olive oil mill in the neighborhood. Good water rights Located on two railroads. Value $15,000. Will exchange for well-equipped business college in an eastern city. Address "POMONA," care PENMAN'S ART JOURNAL.

FOR SALE.—The good will and plates of a well advertised and widely used set of writing lessons. Copper plate engraving; thousands of dollars spent in advertising; international reputation. Reason for selling: conflicts with present business of owner. A good thing for a hustling advertiser. Address "WRITING LESSONS," care PENMAN'S ART JOURNAL.

Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2.50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

FOR SALE OR TRADE. The largest, best equipped and best patronized business school in the Northwest. Home standing unsurpassed. Indorsed by Banks and Business men. Hundreds of its graduates employed. Students from seven states last year. Average enrollment more than 200. Will sell whole or half interest, or trade for farm in Iowa or Ill. Address "RETIRED," care of PENMAN'S ART JOURNAL.

DO YOU WANT A SCHOOL? If so, write me at once. $7000 worth of business last year. Population to draw from 40,000. Equipment first-class and modern. Write for particulars. A great opportunity for a first-class man. Address "B.," PENMAN'S ART JOURNAL.

FOR SALE.—Interest in a Business College established ten years in a city of nearly 300,000 inhabitants. It can be shown to be an exceptionally rare chance for the right men. Both must be energetic and reliable. One must be competent to take charge of the Business Course or the Shorthand (Benn Pitman) Course; the other, to conduct the Penmanship Course. Give qualifications and experience. Address "A. B. C.," care of PENMAN'S ART JOURNAL. 6-3

ACTUAL BUSINESS COLLEGE FOR SALE.—Located in eastern Ohio. In existence since 1888. The past year its Best. Surrounding towns to draw from. Owner going South and will sell cheap for cash. References required. Address "GOOD BARGAIN," care PENMAN'S ART JOURNAL.

Special Bargain Ads.

Hundreds of school proprietors are contemplating more or less change in their books and equipments for the coming school year. Some are going out of business; others just going in. What A discards is often exactly what B wants. There are people who will buy any text book or apparatus, furniture, typewriter, stationery, etc. The point is to reach them.

THE JOURNAL covers the entire profession. In other words, by the use of its columns you may describe what you have to offer to practically All who would be interested in buying, provided it be something in the commercial school line. By way of an experiment we are going to offer, for a limited time, a special rate on Bargain ads., as described above, of three insertions for the regular price of one.

For $2.50, cash with the order, we will insert a Bargain advertisement in any space not exceeding ¾ of an inch, in three consecutive issues without change, beginning with the July number. These ads. do not apply to schools for sale or partners wanted or to any general advertising only to such bargain and exchange goods as are described above. If desired, a nom de plume may be used and replies forwarded from this office. Money must accompany the order in every case.

FOR SALE.—Two counters with wire railing, for offices in Business Practice Department; also twenty-four students' tables—room for four at each table. This furniture cost $330. If sold at once can be had for $75 cash. Address F. O. EVANS, Grand Island, Nebraska.

WANTED.—A few copies of the *Instruction Book* accompanying "A Series of Lessons in Plain Writing" by Putman & Kinsley. Will pay 25 cents each. Write before mailing books. WM. J. KINSLEY, 202 Broadway, New York.

FOR SALE.—One new Odell Typewriter, $10, cost $20 and has never been used. Also one new Hall Typewriter, $15, cost $40 and has never been used. "TYPEWRITER," care PENMAN'S ART JOURNAL.

FOR SALE.—Copies for sale. I have a few sets of *pen-written* copies including sets of Business Capitals and Ornamental Capitals valuable to private learners, which I will mail, postage prepaid, for 50c. C. C. LISTER, 2438 Crystal Ave., Baltimore, Md.

CLEANING HOUSE.—We have 40 copies of Farrian System of Penmanship, about 150 pp., cloth. Will send the lot by express for $5 cash. Also 40 copies of Farrian Arithmetic, at same price. Books mailed separately for 25 cents each. Taken for debt. No room to store them. Cash with order. PENMAN'S ART JOURNAL, 202 Broadway, New York.

GOLD Given Away.

$100.00 in Gold given away, by The Youths' Advocate, Nashville, Tenn. to the person who will form the greatest number of words from the name DRAUGHON. Send, before the contest closes, for free sample copy of the Youths' Advocate, which will explain the offer in full. The Youths' Advocate is a semi-monthly journal of sixteen pages, elevating in character and moral in tone. Especially interesting and profitable to young people, but read with interest and profit by people of all ages. Non-denominational. Stories and other interesting matter well illustrated. [Mention this paper when writing.]

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The New PRACTICAL and PROGRESSIVE

Book-keeping,

Just published. Teachers say: "It excels all other publications." "It cannot be surpassed." "It has no equal." Send for circulars. Address J. C. BRYANT, Publisher, Pres. of Bryant & Stratton Business College, **Buffalo, N. Y.** 6-4

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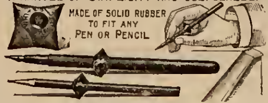
A MARVEL OF SIMPLICITY AND USEFULNESS.



Prevents Pen or Pencil rolling off Desk and makes it impossible for them to slip from pocket. When used as a Rest for the fingers, it prevents too tightly clutching the Pen or Pencil.
10c. each 3 for 25c., 60c. a doz. Agents wanted.
Special prices to schools and colleges.
WHITE MANUFACTURING CO.,
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Business School Advertising.

We write and arrange newspaper ads., compile and print booklets, circulars, etc., and plan complete schedule for effective business school advertising. Our work is the result of years of study in this special field and returns prove the value of it. Sample newspaper ad. specially written for you for one dollar. Estimates furnished on all kinds of business college printing. We are alone in our field and guarantee our work. Write for Butler's Spelling Blank.

Butler's Advertising Bureau,
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at the new prices have created a furore. Why not? They are the best wheels made, and are by far the greatest value ever offered.

1897 COLUMBIAS $75
Standard of the World.

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1897 Hartfords	50.
Hartford Pattern 2, Women's	45.
Hartford Pattern 1, Men's	40.
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POPE MFG. CO., Hartford, Conn.
Catalogue free from any Columbia dealer; by mail for a 2-cent stamp.

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GRAMMAR-CHART.

"Admirably adapted to the needs of the average student, and just the thing for class-drill."
Sample copy sent for four 2-cent stamps.
A 50-cent Vest-Pocket Cyclopedia and a copy of Grammar-chart sent for fourteen (14) 2-cent stamps. Satisfaction, or money refunded. Address
J. H. BRYANT,
1520 Chestnut St., Philadelphia.

-100- Writing Lessons

By H. W. Flickinger, Philadelphia, Pa., 1840 N. 21st St. Price One Dollar. *Special price to schools.*

A series of carefully graded copies for self-instruction and for class use. All that any ambitious home student needs, and an inspiration to the professional writer. The most complete work of the kind extant. The cheapest because the best. For circulars and sample copies enclose a dime, or five two cent stamps.

H. W. FLICKINGER,
1840 N. 21st St., - Philadelphia, Pa.

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A MAGAZINE OF KNOWLEDGE

SELF CULTURE is a comparatively new magazine, but it has quickly won its way to the front rank as a high class literary and educational monthly. The magazine now has a circulation of 70,000 copies monthly. It may confidently be said that no similar publication has within so short a time elicited like public appreciation.

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Every number of SELF CULTURE *is rich in good reading.*

If you are not familiar with SELF CULTURE send for a specimen copy and prospectus before making up your list of periodicals for this winter's reading. Send to day!

THE WERNER COMPANY,
Publishers of SELF CULTURE,
Akron, Ohio.

Subscription price, $2.00 per year.
Single copies, 20c. each.
Sample copy, 10c., to readers of the *Penman's Art Journal.*

BLANK CARDS
Finest 2 or 3 ply White Wedding Bristol
As used by Card Writers and Engravers.

No.	SIZE.	500.	1000.
0.	1⅛ x 3¼	$0.60	$1.10
11.	1⅞ x 3⅜	.70	1.30
12.	2⅛ x 3⅝	.80	1.50
13.	2¼ x 3⅞	.90	1.70
49.	2¼ x 3⅛	.80	1.50
51.	2⅝ x 3⅛	.90	1.70

All Cards sent Express Collect. Samples and Circulars, 4c. stamps.
WM. FREUND & SONS, 155 State St., Chicago.

A GOOD STEEL PEN
What a Blessing!

Why worry over a poor, thin, scratchy steel pen, when by asking you may have a good one! Try the best of all steel pens, A. S. BARNES & Co.'s

TRADE **P. D. & S.** MARK.

P. D. & S., No. 215, "HALF STUB."

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All useful varieties. Send for samples.
A. S. BARNES & CO., Makers, 156 Fifth Ave., N.Y.

A BINDER

For THE JOURNAL—made of press-board, strong, simple, durable. Holds two to three years' JOURNALS.
Mailed for 30 Cents.
PENMAN'S ART JOURNAL, 202 Broadway, N.Y.

TEACHERS WANTED!

Over 4,000 vacancies—several times as many vacancies as members. Must have more members. Several plans; two plans give free registration; one plan GUARANTEES positions. 10 cents pays for book, containing plans and a $500.00 love story of College days. No charge to employers for recommending teachers.

SOUTHERN TEACHERS' BUREAU, S. W. COR. MAIN & 3D STS., LOUISVILLE, KY. | REV. DR. O. M. SUTTON, A. M., PRESIDENT AND MANAGER. | **SUTTON TEACHERS' BUREAU,** 69-71 DEARBORN ST., CHICAGO, ILL.
Northern vacancies Chicago Office, Southern vacancies Louisville Office. One fee registers in both offices.

1 Ream excellent Letter Paper (1,000 sheets), 8 x 10½ in., 10 lbs., for $1.40, 5 Reams at $1.30 per ream. Cash with order.

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HEFFLEY SCHOOL OF COMMERCE
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All business subjects, stenography, typewriting, languages. Day and evening. Begin any time.

GOOD BOOKS FOR TEACHERS,

And No Less Good for Students and Intelligent People Generally.

We know of no more profitable books for teachers, both for what they give in hints and instructions directly applicable to school work, and as supplementary aids on lines of literature, metaphysics, history, biography, etc., than the

HAND-BOOKS OF THE BOSTON HOME COLLEGE.

Did you know of this college? The idea that gave it birth was one of the most brilliant educational conceptions of our day—Chautauqua made more practical, brought nearer down to date, and in even closer touch with the best educational, scientific and literary thought of the day. Nevertheless, this brilliant scheme seems not to have succeeded financially—the history of many another really good enterprise.

What remains of the college now is a great mass of matter, rich in everything pertaining to literature and pedagogics. This has been carefully edited and published in book form.

There are a number of different books, uniform in size (about 5½ x 9—130 pages), printed from clean, new type on extra heavy paper throughout.

An idea of the contents of these volumes may be had from hastily summarizing the captions of two or three.

No. 1, for example, opens with a personal letter from Geo. W. Cable, the eminent novelist. An admirable "Ten Minute Talk to Young Teachers," by Geo. Howland, follows. Then there is "How to Succeed in Literature" by the Master literature-connoisseur of the English tongue—Andrew Lang. It is a good deal out of an intelligent person's life not to have read and re-read this little essay of 16 pages. In the line of biography are two very graphic sketches—of Shakespeare and Browning, respectively. Schopenhauer's celebrated essay on "Style in Composition" rounds out the purely literature features. In the line of instruction are twenty-four compact, practical lessons in grammar, by Seymour Eaton; also lessons, hints, queries, examinations, etc., in arithmetic, geography, bookkeeping, letter writing, etc.

No. 2 begins with a letter from Edward Everett Hale. Its "Ten Minute Talk to Young Teachers" is by Louisa Parsons Hopkins "How to Succeed in Literature" is a symposium by a score of the world's most eminent writers and thinkers, including Prof. Huxley, Dinah Maria Craik, Jean Ingelow, Prof. Tyndall, T. W. Higginson, Geo. Macdonald, Bret Harte, Amelia E. Barr, Lew Wallace, Elizabeth Stuart Phelps, Mrs. Oliphant, Mark Twain, Wilkie Collins, Julian Hawthorne, Sir Edwin Arnold, Geo. Meredith, Jas. Russell Lowell and others. Among the other features are "How to Teach History," by Dr. Samuel Willard; "Thinking for One's Self," by Arthur Schopenhauer; "End and Means in Teaching," by E. E. White; "School Discipline," by Dr. Larkin Dunton; Biographical sketches of Shakespeare and Addison; "A Study of the Teaching of Literature," by Dr F. R. March; "The Language of the World," with all the leading alphabets reproduced in fac-simile.

No 3 has a prefatory letter from Miss Frances E. Willard. The "Ten Minute Talk to Young Teachers" is by Geo. Munro Grant. A wholesome article on "The Choice of Books" is from the pen of Frederic Harrison. Mrs. Mary Sheldon Barnes discusses "The Best Methods of Teaching United States History." "Letters to Dead Authors," by Andrew Lang, furnishes not only first-class entertainment, but much food for serious thinking. Thackeray, Dickens and Edgar Allan Poe are the ones addressed. Sixteen pages of the book are devoted to the teaching of arithmetic and an equal number to the teaching of spelling. "The Language of the World" and "How to Succeed in Literature" are in this volume, as well as in No. 2.

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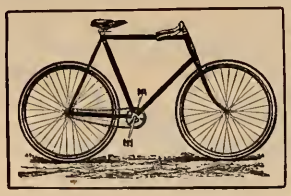

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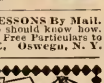

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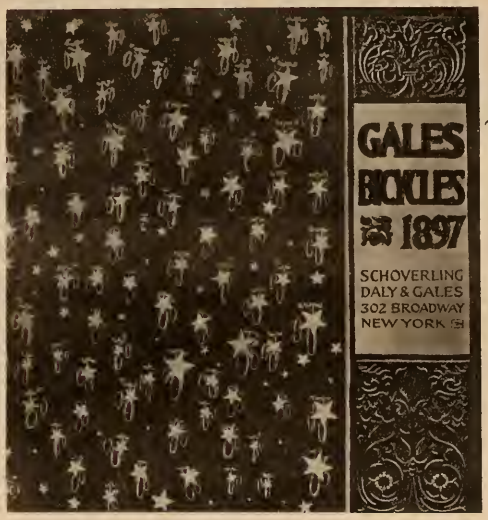

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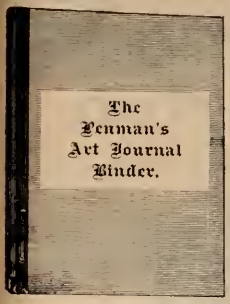

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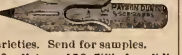

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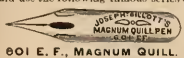

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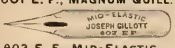

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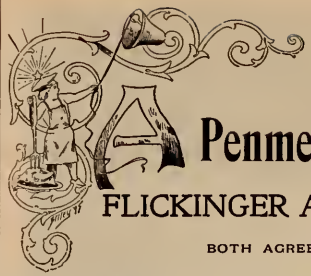

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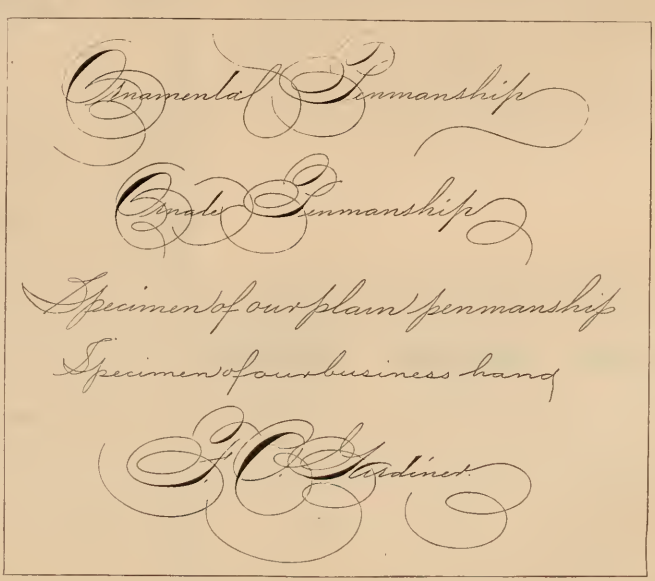

BY F. O. GARDINER, STOCKTON, CAL., BUSINESS COLLEGE.

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BACK COVER FOR BICYCLE CATALOGUE. LARGELY REDUCED. SEE FRONT COVER ON TITLE-PAGE OF THIS ISSUE.

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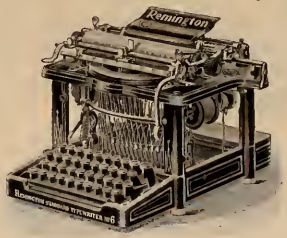
No. 6



No. 7

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A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-in-Chief.
W. J. Kinsley, Managing Editor.

NEW YORK, OCTOBER, 1897.

Twenty-first Year.

A Short Course of Instruction in Business Writing for Advanced Students.

BY F. W. TAMBLYN, KANSAS CITY, MO.

[Note.—This is a short course of instruction in business writing, aimed at advanced pupils. Those who have followed Mr. Mills' admirable lessons, and, indeed, all business writing students who have passed the primary stages, will find this a supplementary course of great help.

There is in preparation for The Journal a new course of instruction in business writing, which will treat the entire subject from the primary to the finishing stages. It will be richly illustrated and will begin in the December number.—Editor Journal.]

No. 1.

Ease, Control and Speed.

Acting upon the request of the management of The Journal I take pleasure in presenting this, my first of a course of three lessons on Business Writing.

In these lessons all beginning paraphernalia such as Movement, Position, Penholding, Material, etc., will be omitted, delving at once into principles and points more adapted to those who are already fair penmen than for beginners. This lesson might be termed one on the last stage of Movement. Ease and Control come only when movement has been mastered thoroughly, and Speed follows after Ease and Control, hence those who have a good movement can, I trust, follow these lessons with benefit.

I will state here that the ground to be covered by these three lessons constitutes the greater part of penmanship. By this I mean that more practice is necessary to master the tasks beyond than previous to the stage at which this lesson takes up the work. Further, let it be understood that incessant practice from now on is absolutely necessary.

In illustration No. 3 words and exercises are given for the acquirement of Ease. The movement must be worked up until these long words can be easily written without raising the pen in the middle, and no cramped feeling of the arm must be tolerated. If this freedom of the arm is not in the possession of the student, he must work at it until he acquires it. Remember, that Speed and Control cannot be had without absolute freedom of the arm. The test is, that proper Ease has not been developed until all semblance of cramping and binding has been obliterated, and the pen is allowed to glide over the paper as smoothly as if greased or hinged on "ball-bearings."

I find that the principal hold-back to Ease and Freedom is gripping or tensioning of the muscles of the arm. A slight natural grip on the pen affects all of the muscles to such an extent that Ease and Freedom are impossible, and if it is not felt immediately upon beginning practice, a tired and weary arm soon informs us that something is wrong. Be particularly cautious to have the arm loose at the elbow. So loose that the forearm will swing to and fro as freely as a door properly hung on greased hinges.

Illustration 4 contains exercises for the further development of Ease and scope of movement. From illustrations Nos. 1 and 2, do your best to develop this perfect ease that will make writing a real pleasure, and every line a line of beauty.

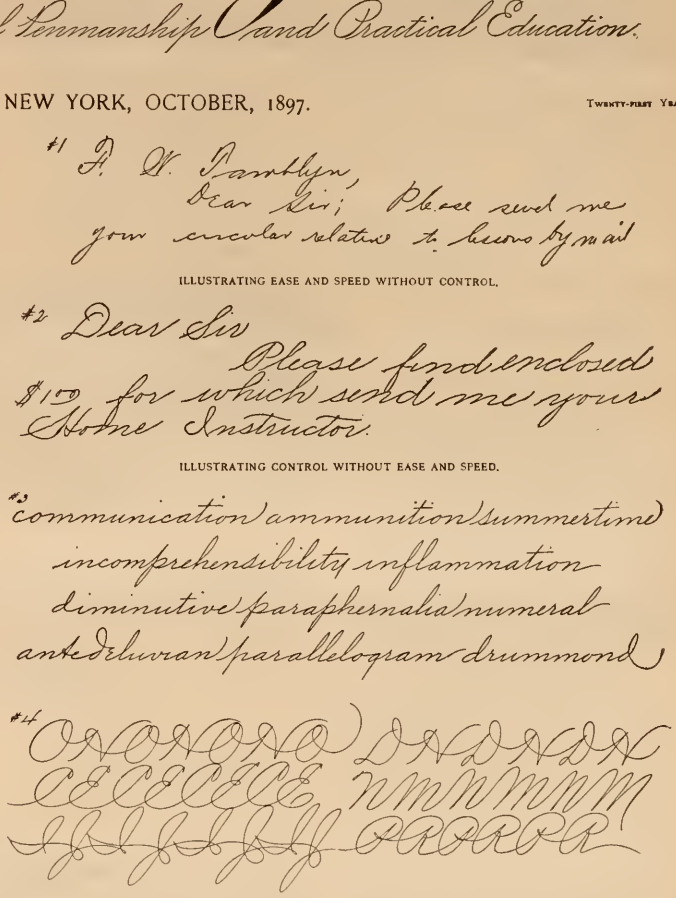
From Ease develop Control, and from Control, Speed. Regarding Control much more ought to be said than space will permit. It is a sufficient text for a lengthy lecture. Suffice to say, in addition to illustrations on the subject herewith, that almost perfect control can be had if sufficient attention be given it, and proper circumstances are had under which to labor. It would be a hard task indeed for a telegraph operator, a man who stands at a telephone taking orders, or any one taking verbal diction to accomplish perfect control. If he comes near enough to it that his writing can be read he has done well. Proper conditions consist in continuous writing on something that must be done in a painstaking manner. Lucky, indeed, is he who is kept at a desk in a Business College writing the Principal's letters, if he aspires toward perfection in writing. In a word, continuously at it accomplishes the coveted end.

I believe every one who strives for nerve control will soon see clearly the folly of dissipation of every character. If you would have steady nerves, my experience has led me to believe that early retiring at night is one of the requisites. Whisky or stimulants of any kind strong enough to excite the nervous system are certainly a detriment to nerve control.

With reference to Speed, increase it as much as possible, yet keeping it within Control. You can't possibly have too much Speed when Control is preserved.

Illustrations Nos. 1 and 2 speak for themselves. No. 1 illustrates Ease and Speed very clearly, as well as illustrates the need of Control. No. 2 illustrates Control and the lack of Ease and Speed. The very appearance of it signifies that great effort has been used in execution.

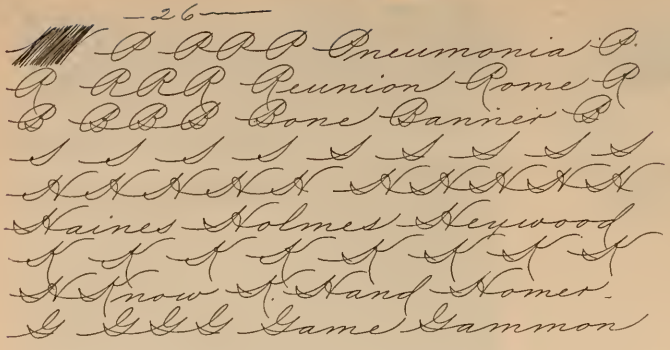
The next lesson will consist of a treatise and illustrations on *Uniformity*.



BY F. W. TAMBLYN, ILLUSTRATING HIS LESSON IN BUSINESS WRITING FOR ADVANCED STUDENTS.

How Letters May Be Recalled.

Many times people would like to recall a letter after it has been mailed. This can be done even after the letter has reached the post office at its destination. At every post office are what are called "withdrawal blanks." On application they will be furnished, and, when a deposit is made to cover the expense, the postmaster will telegraph to the postmaster at the letter's destination asking that it be promptly returned. The applicant first signs this agreement: "It is hereby agreed that, if the letter is returned to me, I will protect you from any and all claims made against you for such return, and will fully indemnify you for any loss you may sustain by reason of such action. And I herewith deposit $—— to cover all expenses incurred, and will deliver to you the envelope of the letter returned." In many cases parties have made remittances to fraudulent parties or irresponsible firms, and have in this way succeeded in recalling the letters.



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON.

Lessons in Rapid Business Writing.

BY

E C Mills

ROCHESTER, N. Y.

No. 9.

Individuality.

There are no two persons who write exactly the same style and in precisely the same manner. Individuality in writing, as in other things, cannot be permanently suppressed, nor should the teacher endeavor to stamp out the individual characteristics as expressed in the pupils' handwriting. But few people ever retain the style of writing just as they were taught in the schoolroom, no matter how practical a style they may have acquired. When writing under pressure there is scarcely a trace of their former schoolroom style left to tell the story.

In spite of these facts there is much the teacher can do to better the handwriting of the coming generation. The principal thing is arm cultivation and the practical application of movement in writing. While the forms taught at present may be almost completely changed in after years, the facility acquired from the physical training will be of permanent value to the individual in teaching himself to write his own individual style.

Writing in Public Schools.

The manner of teaching writing in the majority of the public schools is a waste of time, patience and nervous energy for the children. From the way the writing is hedged in on every side in the copy book, the introduction of a free arm movement in their writing practice is entirely out of the question. There is so much writing in connection with school work and no practical application whatever between the copy book style and the writing necessary to be done in the spelling lesson, etc.

The teacher depending upon copy books or upon any one particular slant to produce good results will not succeed. There must be teaching methods behind any system of writing.

Instruction. The "P," "R," "B."

Notice the beginning stroke in these letters and make the body part quite full. The finishing part of the "P" and the small loop in the "B" and "R" should come down about half the height of each letter. The last stroke in the "R" should be made a slight compound curve. Practice the letters singly and in combination. Write several pages of each word copy.

The "H" and "K."

First practice the stem part. Curve the upward stroke considerably and finish with the dot; also try the hook finishing stroke. Watch the compound curves in the last part of the "K."

The "G."

The making of this letter, as well as the "H," depends largely upon the first stroke. Study proportions and finish with the hook.

Position.

While practicing please do not become careless in regard to sitting in a good healthful position. Frequently refer to the illustrations in the January number.

Criticisms.

W. S. N., Meadville, Pa.—Make down lines in "Y" on same slant. Other work very fine.

L. O., Cundiff, Texas.—Loops too long and wide. Omit every flourish and make compact exercises black. The coarse pen is helping your work.

H. V. K., Succasunna, N. J.—The compound curves in the "K" need careful study. Write a page of the small compact exercises in the Feb. number. Doing well.

F. J. S., Richford, Vt.—Review "J" and make lower part smaller. Your work is very strong and graceful.

J. H., Lawrence, Mass.—Loops a trifle too long. No criticism to offer on other work.

Determined.—Shorten loops. Study and practice the figures every day. Excellent movement.

J. O. W., Goodstown, Can.—Study and practice both styles of the small "r" and also the "s." Make down lines in the "m," closer together.

Napoleon.—Make down line in the "l" nearly straight until you reach base line. Too much slant in loop in "z." Practice the figures carefully.

J. M. V., Deposit, N. Y.—Close "o" and "a" at top. Loops shorter. Connect last stroke in figure "5" with first part. Study forms of capitals in Sept. lesson.

T. L. S., Bradford, Pa.—Round top of "m" more. Bring capitals down smaller. Yes, review as much work as possible.

W. M. S., Chicago.—I am glad to receive such a fine package of work from you again. All the work sent is along the right line. Now work up the remainder of the lessons as soon as you can.

R. M. R.—Spend some time practicing the small compound curve exercise. The work sent is exceptionally well done.

E. C. MILLS.

The proportionate use of letters in the printing of a newspaper is as follows: e, 1,000; t, 770; a, 728; i, 704; s, 680; o, 672; n, 670; h, 540; r, 528; d, 392; l, 360; u, 296; c, 280; m, 272; f, 236; w, 190; y, 184; p and g, 168; b, 158; v, 120; k, 88; j, 55; q, 50; x, 46; z, 22.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND.

No. 8.

In preparing this lesson on combinations, it is supposed that each student following this course has practiced and mastered all lessons up to this time. If this is true he is now ready and able to take up the work of signature writing, which generally proves to be the most interesting and fascinating to the student.

The main object in this kind of work is not to join the capitals, as so many amateurs infer, but the object is to weave them together in such a manner as to keep the hair lines in harmony and to produce a pleasing effect as a whole. Now, do not misunderstand me. If the capitals are those which can be joined nicely without lifting the pen it is not objectionable; in fact, is advisable to do so. But should they be such as cannot be run together, it is much better to make them separately than sacrifice their general appearance by trying to join them.

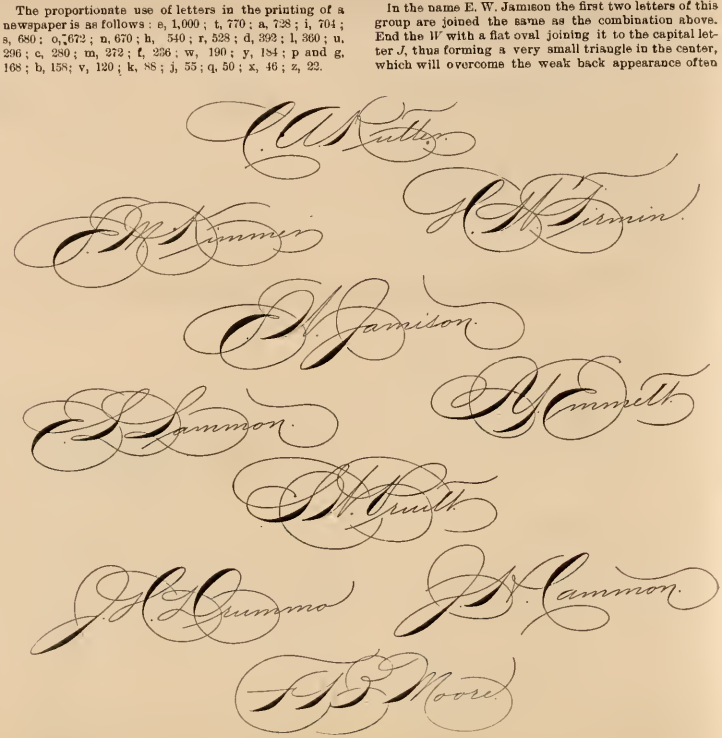
As you will see, most of the combinations presented this month are those which can be joined nicely, with the exception of a few of the letters and the name S. W. Pruitt.

In practicing on the name C. A. Rutter begin the capital letter *C* with a flat oval, keep shade high and end with a flat oval in third position. In making *A* do not allow the shade to extend too low nor have the last downward stroke too much of a curve. Notice the manner in which the *R* is joined, and that it finishes with a flat oval in second position. The first *t* in small letters should be shaded and retouched at the top, while the second should not. End final *r* with egg oval one-half size.

Do not practice on this just for a few moments and then drift to some other combination, but stay with this one until you get a good movement and can make it.

In the combination E. M. Kimmer you will find the capitals are those which can be joined gracefully. Notice that all the shades are in second position and that the flat ovals are nearly the same size. In making the last part of *M* do not place the pen in the shade. Have a retraced appearance at the top of the stem in *K*, join the last part with a small loop and end with a flat oval. Have small letters uniform in height and spacing.

In the name E. W. Jamison the first two letters of this group are joined the same as the combination above. End the *W* with a flat oval joining it to the capital letter *J*, thus forming a very small triangle in the center, which will overcome the weak back appearance often



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING LESSON.

noticed in the *J*. Have the top loop twice the width of the lower.

When working on the name F. Y. Emmett, study it a few moments before trying to place it on paper, that you may discover for yourself the place of beginning

Do not have *F* too slanting nor your work spread over too much paper. In making the *Y* have the first part shaded high, making the turn at the bottom round instead of sharp. Notice the form used in final *t's*.

The remaining combinations given in this plate are of equal importance, but as space is limited it is impossible for me to enter into detail with each.

Keep copy before you, study, practice and criticise, then push ahead. Send me several pages on each, that I may determine the talents you possess in this art.

F. B. MOORE.

Criticisms.

E. L. D., Omaha.—You have improved on capital M and N considerably. Do not have small letters quite so large. Your work on movement drills and shaded ovals is best received. Come again.

W. S., Oregon, Ill.—Neatness and arrangement has improved your work 50 per cent. Now can you not review copies and send me about four pages of each? This will take work and time, but it is worth your while.

E. L. O., Burlington, Ia.—You cannot well shade on upward strokes. Capital I exercise begins at the right hand side of the paper and not at the left. Your shading in capitals commences too high and extends too low. Study carefully; we can do you good.

E. M. C., St Joseph, Mo.—Your small letters are exceptionally good. Bring out a little more dash and grace on the capitals. Glad you find merit in these lessons.

A. M. J., Cincinnati, O.—Yes, excessive bicycle riding will injure your writing to some extent, for the reason that callous places are formed on the hand which are detrimental to the lightness of touch.

C. L. O., Burlington, Ind.—Your work on Plate 20 is very good. Do not make capitals so far apart, and keep them based on the base line. Overcome angular turns in small m by practicing on extreme reverse for a short time. Ninety per cent. on shaded ovals.

E. M. C., Ann Arbor, Mich.—You write a good business hand, but for the ornamental style of writing let your practice be slower and be more careful with your shading. Review February and March numbers in this course.

Harry, Columbus, O.—Do not make capital C, D and H sharp at the top, which is caused by slacking the motion. Your work on W stem is fine. Can you not do as well on the others?

E. C. M., Nebraska City, Neb.—You are progressing nicely. Regret you have not the time you desire to put on this course. Widest part of your shading in capitals Y, U and Y should be higher. Round V more at the bottom. Send work so I may receive it by the 20th if possible.

J. M. C., Wabash, Ind.—Upward stroke in *l* loop should be more of a curve, and downward stroke nearly straight. Cut shade at the bottom of capital stems short. Have the F stem more of a compound curve to overcome the stiff appearance. Your encouraging words are appreciated. Thanks.

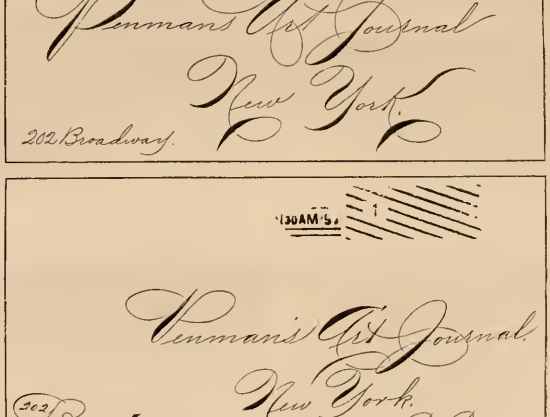
P. H. H., Barry, Ill.—Your work denotes more mental effort and less random practicing. Hold to this method for several months and you will surely win. Make capitals a trifle larger, and do not extend the shade so low in capital A, J, H, D and I.

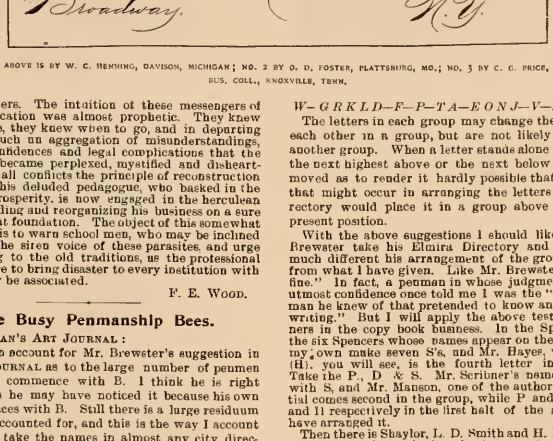
S. A. J., Hamilton, O.—Close capital A and Q at the top, and do not miss connection when joining small *a*, *d*, *g* and *q* in writing words. Small *t* and *d* should be retouched.

D. R. L., Chicago, Ill.—Am pleased to learn that your time will permit you taking up this work again. Make *d*, *t* and *p* stems longer. Review, and practice on movement drills before working on this lesson.

The work in general sent me last month is very satisfactory. I feel deeply interested in each student's efforts, and would like to give you each a word of praise and encouragement. Suffice me to say that keeping abreast with the work which has been presented for the past months shows considerable push, pluck and perseverance. Am anxiously awaiting your work on the lesson on combinations.

F. B MOORE, Indianapolis Bus. Uni.





NUMBER 1 ABOVE IS BY W. C. HENNING, DAVISON, MICHIGAN; NO. 2 BY O. D. FOSTER, PLATTSBURG, MO.; NO. 3 BY C. G. PRICE, KNOXVILLE BUS. COLL., KNOXVILLE, TENN.

Open Court.

Here is a chance for the man with a grievance, or the man with a hobby, or the man with a sharp point to puncture some other man's hobby—just so he writes under his own responsible name, is not long-winded, and avoids personalities. THE JOURNAL *is not responsible for views expressed. Now fire away!*

The Business College Solicitor.

EDITOR OF THE JOURNAL:

The professional solicitor is the *bête noire* of the business college fraternity; the vampire that draws $50 per week, expenses and laundry from the experienced school proprietor. He is the genius who turns in scores of scholarships, good as old wheat in the mill, collects his salary and leaves the institution with a motley crowd of half educated, half deceived position hunters. This nomadic production of the wild and woolly West came East about three years ago, and his voracious eye caught sight of the fertile fields of the Keystone and Empire States, and the glowing accounts of victories won in the Occident made the commercial school men of the Orient feel that their lives up to that moment had been little better than a desolate waste. The writer found his last objection fail and succumbed to these wily business getters. With ample means and some reputation the mighty work was begun. For two long years he grappled with brilliant organizations, magnificent openings and superb equipments.

The result of this mighty cavalcade was the sale of nearly half a million dollars' worth of tuition, "on paper," the engagement of a hundred teachers and the expenditure of a fabulous sum for furniture, advertising and the stipend for this ambitious company of educational promoters. The intuition of these messengers of practical education was almost prophetic. They knew when to come, they knew when to go, and in departing left behind such an aggregation of misunderstandings, misplaced confidences and legal complications that the management became perplexed, mystified and disheartened. After all conflicts the principle of reconstruction begins, and this deluded pedagogue, who basked in the sunshine of prosperity, is now engaged in the herculean task of rebuilding and reorganizing his business on a sure and permanent foundation. The object of this somewhat satirical note is to warn school men, who may be inclined to listen to the siren voice of these parasites, and urge them to cling to the old traditions, as the professional solicitor is sure to bring disaster to every institution with which he may be associated.

New York. F. E. WOOD.

Those Busy Penmanship Bees.

EDITOR PENMAN'S ART JOURNAL:

I think I can account for Mr. Brewster's suggestion in the August JOURNAL as to the large number of penmen whose names commence with B. I think he is right when he says he may have noticed it because his own name commences with B. Still there is a large residuum of fact to be accounted for, and this is the way I account for it: If you take the names in almost any city directory you will find that about half the number of names commence with S, M, B, H and C, and taking Q, U or Y as the unit (X don't count) you will find about 43 S's and 36 B's to one of these letters. I have examined tax lists, ledger indexes, and various other documents, and find about the same arrangement. There are certain groups of letters that run so nearly alike that they might be placed as one group without reference to their order.

I would group the letters in this order: *S M B H—C W—G R K L D—F—P—T A—E O N J—V—Z I U Y Q*—X

The letters in each group may change their position to each other in a group, but are not likely to change to another group. When a letter stands alone it means that the next highest above or the next below are so far removed as to render it hardly possible that any changes that might occur in arranging the letters from any directory would place it in a group above or below its present position.

With the above suggestions I should like to have Mr. Brewster take his Elmira Directory and tell us how much different his arrangement of the groups would be from what I have given. Like Mr. Brewster, "I am not fine." In fact, a penman in whose judgment I have the utmost confidence once told me I was the "poorest penman he knew of that pretended to know anything about writing." But I will apply the above test to my partners in the copy book business. In the Spencerian are the six Spencers whose names appear on the covers, with my own make seven S's, and Mr. Hayes, whose initial (H), you will see, is the fourth letter in the group. Take the P., D & S. Mr. Scribner's name commences with S, and Mr. Manson, one of the authors whose initial comes second in the group, while P and D stand 13 and 11 respectively in the first half of the alphabet as I have arranged it.

Then there is Shaylor, L. D. Smith and H. P. Smith, all copy book authors; in fact, having run into a group of Smiths I find my nerve considerably strengthened and boldly declare that I believe there are more good penmen whose names commence with S than any other letter. I am perfectly willing to concede the second or third place to the B's. At the same time I do not want anything I have written to be so construed as to prevent any one, even though his name commences with X, Y or Z, from doing his level best to bring his own initial letter up to a higher standing in the roll of eminent penmen.

Medina, N. Y. GEORGE H. SHATTUCK.

Penmanship and Drawing For Public and Graded Schools.

To Public School Teachers.

THE JOURNAL is engaged in making a systematic and thorough investigation of writing in our public schools. The intention is to take up different States, cities and towns, and present an accurate picture of what is being done in the public schools with reference to writing and drawing—whether copy-books are used; to what extent vertical is taught and what the comparative results have been; what is the state of public sentiment and of the sentiment of school officials relating to this branch; what suggestions the teachers—those who do the work—would make with a view to improvement of conditions. These are, of course, only outlines of a work which it is hoped will be done with sufficient completeness to make it a valuable contribution to the literature of American education. Many superintendents of schools, also special and grade teachers, have promised their earnest co-operation, and the matter is getting fairly under way.

The Journal appeals to every public school teacher and official to whom this notice may come, to send at an early date a statement relating to these matters in his or her own locality, with whatever suggestions on this line may seem apropos.

It is proper to say in this connection that a number of features, chiefly in the line of public school work, will begin in an early issue. One of these is a serial course of instruction in writing for teachers in primary grades. A strong series of illustrated papers by Mr. Zaner, on "Sketching from Nature" begins next month. Other drawing-instruction features are being provided for.

The combination offers published on this page enable any teacher to get The Journal absolutely free in connection with his favorite educational or literary monthly. Will you not kindly bring this to the attention of your friends, show The Journal to them and point out the work that it is doing? If you can use a few extra copies to advantage, write us.

Lessons in Vertical Writing.

BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

No. 9.

As the primary object of this series of articles is to try to give aid in the art of teaching, and not merely lessons in vertical writing, there must necessarily be some things said that will apply to the teaching of any style of penmanship. To obtain good results there is a great deal to be done besides being able to write a model hand. Sometimes teachers who write rather an inferior hand obtain better results than others who are good penmen. Of course, the teachers who do succeed, and are not good writers, would be more successful and would obtain the results with an expenditure of much less energy if they could write a good hand. We do not, however, wish to give the impression that the ability to write well is not an important and an indispensable qualification of the successful teacher of penmanship. Pupils are such imitators that it is highly important that good writing be placed before them. If the teacher's writing is poorly and carelessly done, nothing better can be expected of the pupils.

The next thing after being able to write a good hand is the ability to plan and give a good lesson. Too often there is not enough preparation for this work. If teachers would go over the lesson, studying the difficult points in order to present them properly, noting the points to be emphasized as they would in any other lesson, much time would be saved and better results obtained. If the teacher can write well and has made proper preparation for the lesson, there is not likely to be any lack of enthusiasm or interest, either on the part of the teacher or pupils.

The old saying that practice makes perfect should be changed to study and practice. Pupils often write poorly, not from a lack of practice, but from a lack of study and a lack of care. The number of times the copy is written is no indication of the quality of the writing. It has been noticed that in some rooms where the copies were written a great number of times not as good results were obtained as in others where only about half as much was written. When pupils are simply told to write, or are left to themselves, they can fill considerable paper in fifteen minutes, but it is no proof that they are learning to write. We do not, of course, object to considerable practice if there is time enough. The point we wish to make is against using all the time alloted to this subject in writing a copy—often copying the mistakes made. Pupils have considerable practice—sometimes too much—in the writing they have to do in connection with other subjects, and should devote a portion of the writing period to comparing their writing with the copy or model.

Open the lesson with a movement exercise or drill of some kind. Have the copy written only a few times before stopping to find the mistakes made. Constantly impress pupils with the fact that it will be of no use to rewrite the copy until the defects are found. After again writing the copy repeat the process, often asking pupils what change they are trying to make. Aim to have them find their own mistakes as far as possible, the teacher aiding by such questions as: Is your writing too large or too small? Are the letters too far apart or too close together? Are the slant and spacing uniform? To these, and many other questions, the pupils are able to determine the correct answers, but the teacher should follow it up and see that pupils do their best to make the changes they have said should be made.

A mistake is often made by not giving definite directions. Telling pupils to do their best, to take pains, etc., may be well enough in its place, but it will not teach them to write. Select some particular fault and give directions for correcting it. Show on the blackboard the pupils who are writing a fine cramped hand how easy it is to make the letters larger or broader if they make up their minds to do so. Show them that letters can be made any distance apart, according to the width of turn used in connecting them. The above is only suggestive of what should be done during the writing period by the teacher.

There are certain other details of the work that should be carefully looked after, such as pen holding, position, use and care of materials. One is sometimes able to tell a great deal about the writing by simply seeing how the pupils dip the pens in the ink, or how they clean, or fail to clean, the pens. If pupils are trained to proper habits in regard to these things the results will be beneficial in many ways.

Although it is important that the special lesson be well planned and well given, it is just as important that the writing done in connection with other subjects should receive careful attention. This is the true test of a pupil's ability to write and it should be emphasized to such a degree that pupils fully realize it. Of course, a teacher cannot always give attention to pupils when they are writing, but they should give close attention to the penmanship when the work is handed in. There should be an ironclad rule to the effect that no careless writing would be accepted. The teacher's standard should be high, for, as a rule, pupils will not hand in better work than they are required to.

Suggestions in Sentence Copies.

BY M. K. BUSSARD, IOWA CITY, IOWA.

It seems to me that other teachers of penmanship than myself, in the course of their teaching, must have occasionally felt the need of well-arranged copies. I well remember the time when, after presenting a few movement drills, a few capital and small letter exercises, I would lead off with sentence work, indiscriminately applying every principle in penmanship; and, by concentrating my efforts on the whole field at once, would practically bring the progress of my classes to a standstill. Then the writing hour became a burden, and many anxious glances were turned toward the clock before the time for dismissal would arrive. Such teaching simply fills in the time, and most pupils would derive fully as much benefit from the work were the writing done upon their bookkeeping.

Purposeless practice is the result of purposeless teaching. Purposeless teaching is largely the result of ignorance and lack of system. The teachers who get good results these days are not the creatures of accident. They are the teachers who know what they want, who have an idea of a method by which to get it from their classes, and who hammer away until they see some sign of improvement. Such teachers will become investigators. Wanting a thing, they will set about to procure it, and here it is that the man with method and originality begins to tower above his less fortunate brethren. Determination is much, but method is more. The one must supplement the other, however, either being insufficient alone. It is of the latter I wish to speak briefly, and of but one phase of that—viz., *copies*.

The selection of copies is not the all-important factor in successful teaching, but it is certainly worthy of careful attention. In physical exercise the movements practiced in the gymnasium have much to do with the development of certain muscles, strength or dexterity, and in music the difficult passages are anticipated by fingering exercises and vocal drills which very materially aid the pupil in the mastery of such difficulties. New, this principle is especially true in penmanship. There are certain movement exercises which every teacher recognizes as indispensable in his work. The traced oval exercise, once condemned by some of the most prominent teachers in the country, has stood the test, while in the compact oval drills and exercises for securing roundness to

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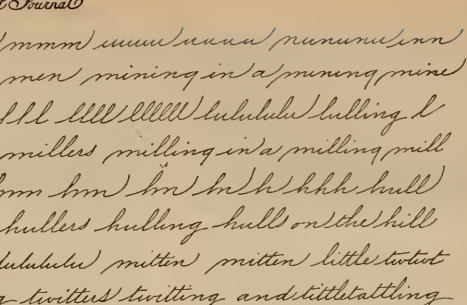
Penman's Art Journal

202 Broadway, New York.

the tops of *m*'s and bases *n*'s, Mr. Thornburgh has conferred a benefit upon the profession which of itself should keep his name familiar to every penman in the future. Whoever invented the old saw "Nine mining men mining in a mine" probably gave us the best sentence for development and application of the *m* and *i* union that could be constructed. What teacher has not used the sentence over and over again? Pupils like to practice these sentences, and if they have been preceded by the proper movement drills and explanations as to form, they help to fasten in the muscles habits which make the work easy for the future. The learner should, of course, practice upon the individual letters and upon simple appropriate words before applying such principles or letters in sentence copies; but they tire of writing one word over and over, and if a sentence can be utilized a variety is introduced which is quite helpful in retaining the interest of the pupil during the application of the principles.

It is, however, at this point that difficulty is encountered. It is next to impossible to find desirable copies in which particular letters or principles are frequently repeated. The old copy books and compendiums do not contain that kind of copies. Little attention is given to the selection of appropriate sentences. Every principle of correct methods is sacrificed simply to enable the author to present to the pupil some stale proverb or apt quotation. This is not rational as an inductive method of building up skill. Music books for beginners do not, after devoting two or three pages to explanations, notes and bars, lead off with scraps clipped here and there from the compositions of Wagner or Beethoven. In the nature of advanced exercises we need better copies. Why should we be so fussy about the sense or meter of our sentences when we finally give them as copies? What immediate concern have we as to whether "Birds of a feather" do or do not "flock together?" What great man ever drew his inspiration from copybook headlines? Would it not be better to give copies calculated to strengthen the weak places until the need is no longer apparent, then, if the pupil thirsts for proverbs, to introduce a few moral precepts later on in the course?

I am aware that the average teacher hesitates to place before his classes seemingly idiotic sentences for copies; yet, if he will keep in mind the object for which copies are given, and realize the benefits to be derived from systematic work, other considerations than those of a literary or philosophic nature will soon be uppermost in his thoughts. It being impossible to find sentence-copies adapted for special drills, the teacher of penmanship owes it to his classes to construct some for himself. The copy "Nine mining men mining in a mine" has ceased to grate on our ears, and we have found it of the greatest help in the development of certain letters and unions. Is it not possible that other sentences equally helpful may be arranged for other letters? The exercises appearing herewith have been designed with that purpose in view, and have been used with excellent results in my own classes. They will, of course, suggest other sentences for any special letters upon which drill is desired, and should in every case be preceded by sufficient practice upon the forms applied. Some suggestions in preparatory exercises, which, I think, are self-explanatory, are given in connection with the copies. The only aim has been to construct, in the form of sentences, something which will embrace certain leading principles and difficult letters. For any consequences arising from lack of euphony we refuse to be held responsible. It may be, however, that acquaintance will soften prejudice against even this, and that the demoralizing effects on the one hand will be outweighted by the benefits accruing on the other.



BY M. K. BUSSARD, ILLUSTRATING HIS ACCOMPANYING PAPER.

Who First Taught Tracing?

EDITOR PENMAN'S ART JOURNAL:

The servile path thou nobly dost decline,
Of tracing word by word and line by line.
—Sir John Denham, 1615-1659.

Four text books on penmanship are before me, as full and complete treatises on the subject in all its details for the time in which they were issued and as fully illustrated as any corresponding work of to-day.

They were published at four educational centers—viz., New York, Philadelphia, Cambridge and Boston, and dated, respectively, 1808, 1809, 1813 and 1835. The titles, in part, are as follows:

1. "Dean's Analytical Guide to the Art of Penmanship, by Henry Dean; 2d Edition, revised. New York, 1808. Quarto; 110 pages letterpress, 34 full page copper plate engravings, engraved title page, engraved frontispiece representing the Genius of Penmanship offering her aid to Science and Commerce."
2. "A New and Easy Introduction to the Art of Penmanship, by James Carver, Professor of Penmanship. Philadelphia, 1809. Small quarto; 98 pages letterpress, illustrated with four full page copper plate engravings, one mammoth engraving folded in 8 x 24 inches, a frontispiece showing the full figure of Mr. Carver in his writing position. There are numerous other small cuts of principles and letters inserted in their proper places, with the descriptive letterpress.
3. "The Art of Writing, Reduced to a Plain and Easy System on a plan entirely new; in seven books. By John Jenkins, writing master. Book No. 1, which may be considered as a Grammar of the Art." Cambridge, Mass., 1813. 8vo., 68 pages; letterpress; complete copper plate illustrations of the principles (or principal strokes as he calls them), six for the small letters and six for the capitals; engraved title page, with portrait of the author as a frontispiece.
4. The fourth and last text book to which I shall refer is Foster's System of Penmanship, by B. F. Foster. Boston, 1835. 8vo., 104 pages letterpress and 16 full pages copperplate engravings, seven of which are movement exercises.

Having thus given the titles of these text books I shall very fully copy what they have written on tracing—first, because any of your readers may not have access to these books, and desire to know fully what the authors say on the subject; second, because all of them advocated and applied tracing to some purpose (as they believed) in their teaching.

On page 87 Mr. Dean writes as follows: "Pupils who have never written should begin with straight strokes and continue at them until they can hold the pen properly, write them easily, slope them all alike, and make them at equal distances. Ruled lines drawn with a lead pencil and with proper slope will be found very beneficial to young beginners in *tracing with the pen* who labor under a difficulty in making the marks straight. They should then practice the small n and continue so to do until they acquire some command of the pen; next proceed to those of a larger size, which will make the faults more conspicuous and give them greater command of the hand. O's ought frequently to be made by the instructor with a lead pencil, for the practitioner *to trace over with the pen*, which will give them a better idea of the letter than barely looking at their copies." A little farther on (page 88) he writes: "Pin a piece of thin post paper over the copper plate copies, through which the letters appear, or copies written by the instructor with a lead pencil; the progress of the pupil by *tracing with a pen* either of these methods will not only be much facilitated, but it will teach him to write with correctness."

What Mr. Carver has to say is contained in the chapter, pages 55 and 56,

"Of the Use of the Dry Pen."

"Let the learner always be furnished with two well made pens, one of which should be always used entirely dry in the following manner: Let the pen be drawn very slowly and with great care several times over each stroke or letter, the learner observing at the same time very critically when the pen should be pressed, in order to fill the body part of the stroke, as well as to understand the gradual rise of the pen from a full to a hair stroke, without which no person will ever be able to write a handsome hand. After drawing the pen over the copy several times, let the learner, with ink in the other pen, draw only these strokes as slowly as possible, remembering in what part it must begin to rise, as his copy has just taught him. Then let the dry pen be drawn several times over the stroke again, as before directed. Let this method be constantly practiced not only in drawing the first strokes and in making single letters, but likewise at first writing of joining-hand copies. When writing joining-hand, one word only should be traversed over several times, and then written, before the scholar proceeds with the dry pen to another, as it is much easier to remember the joining of five or six or seven letters only than fifteen or twenty. This method will soon prove its utility, as by this means the learner may plainly see how the mechanical operation of the pen is performed in drawing a stroke, and consequently may soon acquire a better idea of a stroke than many obtain after practicing years without it."

In the general appearance, shape of book, size of type, etc., Mr. Carver's and Mr. Jenkins' books are as unlike as possible. But the contents in many parts, including the illustrations, are so similar that one seems to have been copied from the other in all essential parts, differing only in the non-essentials. Mr. Jenkins has precisely the same chapter quoted from Mr. Carver, and the following chapter in addition, pages 56 and 57:

Dialogue On the Use of the Dry Pen.

1. Q. What is meant by a dry pen?
A. It is a well made pen to be used without ink.
2. Q. How is the dry pen to be used?
A. It is to be carefully drawn or traced over the strokes or skeletons of letters before drawing the same with ink.
3. Q. What is the proper use or benefit of the dry pen?
A. It is used to teach the learner the proper movement, pressure and rise of the pen. It is also of great use thoroughly to impress the mind of the pupil with correct ideas of the shape of letters.
4. Q. What are we to understand by pressure of the pen?
A. As all the stems and body parts of every letter are to be drawn and filled to a proportionable thickness, that weight of the hand which spreads the nib sufficiently to fill the stroke composing the letters may be called the pressure of the pen.
5. Q. What do we understand by the rise of the pen?

A. It is that careful, nearly perpendicular motion of the pen which is necessary when leaving the full and rising to a hair stroke at the bottom turn of the letters.

6. Q. Why are children apt to move their pens with a very hasty, rapid motion?

A. Because their minds are quick and impatient, and they have no rule to direct and moderate the motions of the pen.

7. Q. Must the dry pen be drawn very slowly over the letters?

A. By all means. It must be drawn by a steady and slow movement, the learner remembering at the same time where the pen should press in order to fill the body of the letters, and where it should rise to form the oval turns at the bottom of the letters.

8. Q. Does a careful and proper use of the dry pen give the learner the right motion of the fingers?

A. Yes; as the letters are drawn in a slanting direction, by careful practice in drawing the pen repeatedly over them the learner will soon by habit acquire the natural slant of the letters, with the right motion of the fingers.

9. Q. How does the use of the dry pen help us to understand the pressure and rise of the pen?

A. By a slow and careful use of the dry pen the learner is obliged constantly and critically to view the body, the turns and the hair strokes of the letters which he is tracing, by which means, in a short time, his mind cannot fail of being impressed with accurate ideas of the shape of the letters.

The fourth and last of the manuals to claim our attention is that of Mr. Foster. His treatment of it is very brief, but enough to show that tracing was a common device to be used at any time when circumstances warranted it.

On page 27 he discourses as follows: "The letters c, e, r, s and x require close inspection and accurate imitation; these as well as any others which may be found difficult to execute ought frequently to be made by the teacher with a lead pencil for the pupil to trace over with his pen." We have completed our examination of the text books named at the head of this article. Their testimony seems to be in favor of tracing in some form. Dean and Foster recommend tracing with pen and ink over copies written by the teacher with a lead pencil.

Dean further recommends that thin paper be placed over the engraved copies of the pupil, to teach the letters that show through. Carver and Jenkins recommend the tracing of the copy with a dry pen, to be followed by pen and ink, writing on plain paper of the copy previously traced.

From the extracts I have made from the writings of authors in the early part of the century in regard to tracing it seems that enough was known and practiced in a variety of ways to open up this subject to any one who saw fit to make use of it, without his right being called in question or his trespassing on the rights of another.

GEO. H. SHATTUCK.

Medina, N. Y.

Criticisms and Commendations.

EDITOR OF THE JOURNAL:

I wish to review several manuscripts in the August number of THE ART JOURNAL, and in order for the reader to get the full benefit of this article he should have this number in hand and go with me in order to view the premises well. I wish both to commend and to criticise. The August number is of unusual interest, especially to the people in our State, where the Board has recently adopted a vertical system, and line of copy books to be used.

I wish to commend E. C. Mills on his excellent course of lessons running through THE JOURNAL. And then there is that line of ornamental penmanship so ably handled by F. B. Moore, who certainly has given our young penmen rich food for time to come, and if properly heeded a golden reward will be the final result.

Harry Houston certainly is deserving of much praise and credit in his masterly way of handling the Vertical System. He says, "We are beginning to see that slant is largely a matter of individuality." Well, I think most all of our best penmen teaching the slant system advocate that theory. I am glad to see him so liberal. He also says, "So long as the writing does not vary enough from the vertical to affect the legibility, it should be allowed, if by so doing the writer can write with greater ease and rapidity." Liberalism. I am glad of this. It gives the boys and girls a chance to practice either, varying from the veritcal to the left or right—a wide scope indeed. Again he says, "Although the writing need not be absolutely vertical, the slant should be uniform." This is in harmony with our best teaching. *Slant should be uniform, and it need not be vertical.* This is an axiomatic fact.

I now look at O. J. Milliken's excellent paper and find it full of good points. However, I wish to call the reader's attention to the reasons why he thinks the "Vertical System" is better than the "Slant." "Because it is more legible." It is, provided it is executed with more care and a slower movement. Just this summer I had the pleasure of watching several of our finest and most expert writers in America, and yet in executing the Vertical it was much slower, yet very legible and nice. Observation and experience have fully demonstrated this fact to me. As soon as I see the reverse I shall yield the point. "Prove all things; hold fast that which is good." Will you, for example, please look on page 19 of the September issue of *Western Penman?* You will see an example of vertical writing. It certainly is legible. Now turn your gaze on page 18 of the same paper. Now if your special type of mental constitution and development due to natural characteristics of the bodily organism is anything like mine you will lean back in your chair and chuckle. "Better for the eyes," he says. It may be, but not as *pleasing* to the eye. None of the different "Systems" have injured my eyes yet, although I find a good many of our young penmen using glasses, due to causes other than vertical or slant writing. Again, he says it is easier taught. Once there was a little girl carrying her big baby brother, and someone asked if he was not heavy. "Oh, no," said the little girl, "he is my brother." Once there was another little girl ironing at a table. Someone asked if it was not hard for her arms to push the heavy irons. "Oh, no; I'm doing it for mamma," was her answer. What was it made hard work easy for both these children? Just *love.* Vertical or Slant is easy to teach if one knows how. Again he says, "More quickly learned." "That which is hardest to acquire is most valuable," is an old saying. In this case it must be an exception. He says, "It requires less space." That is true, and in legal documents and where space is limited our best penmen use it, or at least should; but, ordinarily, what is gained on that point? Such statements only tend to weaken argument.

Space is unlimited. Hence give the child freedom, plenty of space; do not confine it and it is happy. "It is nearer like print." Certainly, you are right. "It makes good writers out of poor ones." So does the Slant writing when properly taught.

W. F. Lyon's paper is pretty good. This remark just now reminds me of the Irishman on his way to Niagara Falls using such epithets as "Isn't that grand?" "That's immense." Finally when he reached the Falls he stood in amazement and exclaimed, "That's purty good."

Mr. Lyon says, "One enthusiastic Superintendent wrote me and said, 'Why don't you try it; we will have to succumb; you had better get into the wagon than be run over.'" How about Kansas teachers? The commissioners have adopted the "Vertical System." They have given notice to the public school teachers that they expect our teachers to carry out the instruction in the Vertical System or be sent to jail.

County Superintendents are receiving notices from our State Supt. Stryker, I am told, to enforce the instruction in the vertical writing. And, by the way, I have been examining State Supt. Stryker's signatures and find some on the regular slant, several where he attempted the vertical, but the latter part of his name merged back into his old style—slant—which he has been using all his life. I judge that he is upward of sixty—too old for such a radical change. We are more liberal and are giving special attention to the different "Systems" now before the public. It is gratifying to me to know that the subject of writing is being agitated so much more in Kansas now than at any other period.

Trying to enforce the Vertical System in this State will certainly bring out its defects or merits.

Before I close I wish to get after that Fox "On Reform and Revolution in Writing" in regard to the word *It* in the "Simplified System." He thinks it is very illegibly arranged. He says, "Strip this word of its immediate context, leaving it stand out boldly in its peculiar individuality, and I venture to assert that not one in a million could decipher it. How about this, Brother Fox? "The wind is strong." "Please *wind* that yarn." Now without the context in these two sentences who could tell whether it is *wind* or wind. He says, "Of course to those familiar with the 'Simplified System' of Mr. Zaner's there would be no difficulty." The same is true of any letter, word, or style of writing. Take, for example, the Old English, which is used largely by our penmen, but to the ordinary layman it is as unreadable as a Choctaw hieroglyphic.

In order to get the benefit of this paper, I ask you, reader, to take up the September issue of the *Western Penman* and the August number of THE ART JOURNAL, and note carefully the articles to which I have referred.

S. B. FARNESTOCK,
Supt. Com. and Penmanship Departments, McPherson (College) Kansas.

The Bookkeeper's Outing.

Eyes that scan these weary pages while my heart is in the glen,
Do ye see the violets bending? Do ye spy the flitting wren?
Does your blurred vision ever catch the rose's ruddy glow?
Do ye see the sedges swaying where the dancing waters go?

Do ye mark the thrushes watching by their fledgelings in the hedge?
Do ye spy the wary cathird dipping at the streamlet's edge?
Ears that hear the din and rattle of the hot and crowded street,
Do ye catch the distant tinkle of the cowbells, soft and sweet?

Do ye list the cricket's music in the rank and dewy grass?
Do ye hear the saucy squirrel drop his acorns as ye pass?
Do ye hear the blackbirds' chorus, hear the quail's triumphant note,
Or the bob'link's tinkling carol bursting from his am'rous throat?

Hear the lonely plover's whistle, or the bluejay's plaintive call,
Or the oriole, enraptured, pour his mellow madrigal?
Do ye hear the ripples splashing like a gentle lullaby?
Do ye hear the bees' low humming where the water lilies lie?

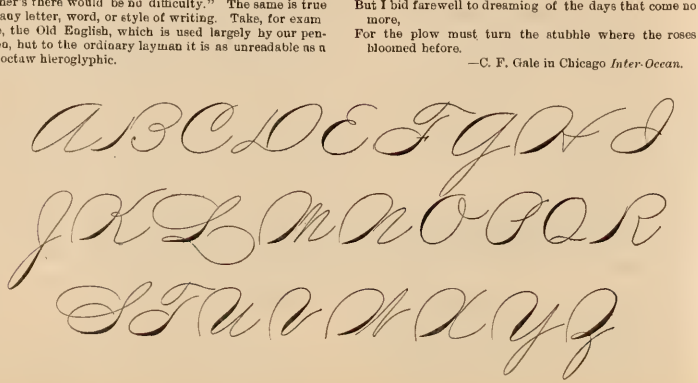
Feet that press the stony pavement where men meet to buy and sell,
Do ye long to tread the mosses in the cool and quiet dell?
Do ye long unchained to ramble where the wood grapes' clusters twine,
Or the wild dove's nest is hidden in the tangled brier vine?

Or by the brooklets fringed with willows where the redwing's nest is hung,
Where the muskrat builds his cabin and the bittern rears her young?
Fingers that the pen hath wearied till they scarce obey my will,
Do ye long to pluck the foxgloves growing wild upon the hill?

Do the bluebells seem to mock you dancing lightly to and fro?
Do the daisies nod defiance when the wanton breezes blow?
Ah, in dreams the feet will wander by the brooklet's shimmering side,
Where the rushes wave and beckon and the glancing min nows hide.

Over hillsides brown with hazel, where the crimson sumachs nod,
Or through pastures autumn tinted, starred with regal goldenrod.
But I bid farewell to dreaming of the days that come no more,
For the plow must turn the stubble where the roses bloomed before.

—C. F. Gale in Chicago *Inter-Ocean.*



SHADED CAPITALS. (AUTHOR'S NAME MISPLACED.)

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,

NEW YORK, OCTOBER, 1897.

NEWS EDITION.—$1 A YEAR.

MIRROR OF THE PROFESSION — NEWS, VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

The general tone of letters received by THE JOURNAL *from business college people during the past two months indicates a very decided improvement in business conditions. There are some exceptions, but we believe that on the whole evidences are not wanting that the wheels of prosperity are really beginning to revolve again in the commercial school field.* THE JOURNAL *expects to print next month a much more comprehensive review of the situation, and hereby requests the commercial school proprietors of America to favor it with a brief report of the business conditions in their respective localities as evidenced by a comparison of the past few years. Statements may be made with entire frankness, as of course* THE JOURNAL *will make no use of information that would be detrimental to any school. The idea is to gauge conditions as a whole, and it is necessary to get details from particular schools in order to arrive at this result*

We trust that the response to this invitation will be full and prompt, and wish to thank our friends in advance for the anticipated courtesy.

—Recent professional friends enrolled on the Visitors' Register at THE JOURNAL office are: Rev. A. A. Phelps, Plainfield, N. J., B. C.; M. D. Fulton, Com'l Dept., White Plains, N. Y., High School; W. W. Wisner, Newark, N. J., B. C.; J. T. Rose, Adelphi Academy, Brooklyn; F. E. Reppert, Wichita, Kans.; Mordicai Bethel, penman, New York; J. H. Bryant, Peirce Coll., Philadelphia; L. C. Horton, Coleman B. C., Newark, N. J.; Mr. Cox, engrosser, Montreal; W. H. Vernon and Prof. Lippincott, Centenary Coll. Inst., Hackettstown, N. J.; Curt Hollinger, Drake's B. C., Jersey City; W. W. Embenhaur, penman, New York; H. M. Rowe, Baltimore.

Movements of the Teachers.

—G. S. Kimball, for some years located at Detroit, has established himself at Albion, Mich., where he has charge of the business department of Albion College. He is also engaged in the publication of the *School Record*, an attractive monthly educational journal.——Louis A. Pratt, for several years superintendent of schools of Pepperell District, Mass., has become connected with Pelton & Dexter's B. C., Lynn, Mass.——L. M. Holmes goes from Portland, Ind., to the Bliss B. C., North Adams, Mass.——H. P. Landers of Northampton has engaged to teach at Childs' B. C., Holyoke, Mass.——The Albany, N. Y., B. C. has engaged L. A. Claffey of Toronto to teach shorthand.——Ira F. Mountz of Hatton, Pa., has accepted a place as commercial teacher at Carlisle, Pa., C. C.——A. D. Skeels, one of the most versatile and talented penmen of our acquaintance, now belongs to the faculty of the Troy, N. Y., B. C.——David Wolfe Brown, the well-known Congressional reporter, and B. F. Willson, an experienced shorthand and commercial teacher, have been added to the working staff of the New York end of the Hedley School of Commerce.——Elizabeth Brandt of Fairmount, Kans., goes to Central B. C., Leavenworth, Kans.——J. H. Bryant, late of the Spencerian B. C., has been added to the faculty of the Peirce School, Philadelphia.——F. L. Petefish of Webb City, Mo., has joined the teaching force of the De Funiak Springs, Fla., B. C.——Jas. A. Mitchell of Louder, Ill., has been elected principal of the bus. dept. of the Globe B. C., St. Paul, Minn.——Chas. E. Rogers of Decatur, Ill., W. A. McKenzie, Lockport, N. Y., and J. M. Wiley, Buffalo, are new teachers at Caton's B. C., Buffalo. R. W. Ballentine has resigned his place at that school.——S. L. Oliver, late in charge of the Spencerian B. C., Evansville, Ind., is the new principal of Ritner's, St. Louis, C. C.——W. L. Thomas goes from Salina, Kans., to Cohoes, N. Y., Sch. of Bus.——D. S. Hill, late of Marion, Ky., is penman of the Ellendale, Ky., C. C.——H. C. Tiffin, Wallaceburg, Ont., has become connected with the Bliss B. C., Keene, N. H.——A. E. Musselman is penman elect of Fresno, Cal., B. C.——C. E. Bear, Parkersburg, W. Va., has joined the card writing staff at the Siegel-Cooper Co.'s department store, New York.——B. F. Wilson, Easton, Pa., and C. E. Tollman, Fairfield, Ia., have become connected with the Grand Forks, N. D., Coll of Com.——J. U. Lean is a recent accession to the faculty of the Detroit B. U.——F. B. Courtney goes from the National B. C., Kansas City, to the McDonald Bus. Inst., Milwaukee.

School Changes.

—Wm. Webster has established a business school at Daytona, Fla.——Geo. S. Ramsey has bought the interest of his late partners in Fresno, Cal., B. C., and is now sole owner.——J. E. Thomas, an experienced Benn Pitman reporter, has opened a school at New Bedford, Mass.——H. C. Blair has severed relations with John R. Cassin and established the Blair B. C., Spokane, Wash. His brother is associated in the enterprise.——S. C. Henry has sold the Seneca Falls, N. Y., B. C. to Mr. Dillingham.——J. E. Beadles has disposed of the Canton, Mo., C. C. to J. J. Weber, and left the school business after a successful career of 17 years. The school will be conducted hereafter as a department of the Canton College.——Platt's C. C., St. Joseph, Mo., is the outgrowth of an old shorthand school. J. D. Gilbert is the newly elected principal of the business department. Another teacher is J. C. Ewing, recently proprietor of the Shelbina, Mo., Com'l Sch., which he has disposed of to Conrad & Yost.——J. W. Draughon announces a new school at Galveston, Texas—the Draughon B. C. He will give this personal supervision. The other schools under the same management at Texarkana, Tex., and Nashville, Tenn., respectively, will be continued.——D. Morrison is preparing to reopen his business college at Saginaw, Mich.——R. C. and R. E. Halladay expect to open a business college at Englewood, N. J., the first of next month.——The failure is announced of the Anderson, Ind., Nor. Coll., of which W. M. Crean was the head.——M. A. Stone, late proprietor of the Little Rock, Ark., C. C.—the building of which was recently destroyed by fire—informs us that this school has been merged into Key's B. C., at the same place.——W. E. Harsh, late of Helena, Mont., in connection with Prof. Tope, has leased the Holland Springs, O., Coll., which makes a specialty of commercial branches and shorthand.——F. E. Anderson of Omaha has become connected with the management of the Moorehead, Minn., B. C.—a new school.——C. E. Beck of Piqua, O., C. C. has acquired the controlling interest in the Dayton, O., C. C. This institution is being incorporated under the name of Ohio Sch. of Bus.

CHARLES LAWRENCE ELLIS.

Fresh School Literature.

—One of the handsomest school prospectuses of the year comes to us from the Peirce Sch. of Bus., Philadelphia. It is admirable in mechanical execution, and preserves much valuable reading matter in addresses by Hon. Theo. Roosevelt and other eminent men who recently addressed the Peirce graduates.

—The attractive new catalogue of Pittsburg, Pa., Academy is ornamented with portraits of the faculty, which include R. G. Laird, the well-known penman and teacher.

—Ludington-Manistee (Michigan) B. C. is represented by a business-bringing catalogue, which contains numerous engravings. Proprietors Martindill and Rose seem to be pushing men.

—One of the largest and most elaborate new school catalogues that we have received comes from the Grand Island, Nebr., Bus. and Nor. Coll. There are 50 pages almost as large as THE JOURNAL page. Elaborate border designs in half a dozen colors are used in the printing.

—The Plainfield, N. J., B. C. is out with a neat prospectus.

—The Bradford, Pa., B. C. has issued a very readable catalogue, and a very attractive one in point of print and illustration.

—We note the smiling countenance of our talented young penman friend, C. W. Ransom, enshrined in the latest prospectus of the Central Coll. of Bus. and Short., Kansas City.

—The B. & S. B. C., Louisville, prints its new prospectus on blue paper throughout. The effect is quite unique. Illustrations are used.

—Other attractive new catalogues have been received from the Union B. C., Lafayette, Ind.; Aberdeen, S. D. B. C.; Spaulding's C. C., Kansas City; Humbolt, Ia., Coll.; Voriea' B. C., Indianapolis; Chambersburg, Pa., B. C.

—An artistic school journal in brown and black comes from the Connellsville, Pa., B. C.

—The Ft. Smith, Ark., C. C. issues a pretentious quarterly magazine of about 50 pages. It is called the Commercial Recorder.

—A circular illustrated with a number of fine penmanship specimens from the pen of E. M. Barler comes from the West Texas Nor. and B. C., Cherokee, Texas.

—The Butte, Mont., B. C. Journal is finely printed on heavy plate paper. It is also freely illustrated.

—Portraits of Principals Buck & Whitmore, with a variety of well selected reading matter, are features of the Scranton B. C. Journal.

—The Business Collegian, from King & Link, Shamokin, Pa., B. C., is a very creditable school paper.

—We find much of interest in the Napa, Cal., B. C. Gazette, conducted by Principal H. L. Gunn.

—One of our oldest and most valuable school exchanges is Atkinson's Sacramento, Cal., B. C. Journal.

—The California Educator comes to us from the Los Angeles B. C. Our long-time friend, E. K. Isaacs, is at the helm.

—The College Record of the Mansfield, O., B. C. is brightened with portraits of graduates who have secured good business positions.

—Other bright school publications that have recently come to our desk are New Education, from the Central C. C., Cumberland, Md.; The Dallas, Texas, C. C. Journal; Birmingham, Ala., College Journal; Chestnutwood's B. C. Journal, Santa Cruz, Cal.; Ashtabula, Ohio, B. C. Journal; New Education, from the Atlanta, Ga., B. C.

—Learning by Doing is the name of the new journal published in the interest of the Ellis system of business practice. We find much interesting matter, both original and selected, in the first number which is before us.

—A particularly dainty little circular comes from H. J. Putman & Co., shoe dealers, Minneapolis. The head of this firm was long well known as a professional penman.

General.

—Isaac Pitman & Sons, 33 Union Square, may well be proud of the fact that three teachers of the Isaac Pitman shorthand have been officially appointed as instructors of that subject in the three new High Schools of New York City. This system is almost daily being introduced into some of the best and largest schools in the country, and among which may be mentioned the old-established Eastman Business College of Poughkeepsie, N. Y., where the Isaac Pitman system has recently displaced the Graham and Light-Line system. Other schools having lately adopted this system are the Public Schools of Salem, Mass.; the Plainfield, N. J., High School; Danvers, Mass., High School; University of North Carolina, Chapel Hill, N. C.; Scottsburg, Va., Normal College; State A. and M. College, Greensboro, N. C.; Whitesboro, Tex., Normal College; Female College, Statesville, N. C.; Fresno, Cal., B. C., and Wood's New York School of Bus. and Shorthand.

—THE JOURNAL has had for some time a number of specimens from the Spencerian B. C., Evansville, Ind., but has just discovered the source from which they came. They run largely to condensed oval exercises, and speak well for the skill of the students no less than that of the teacher, S. L. Olver. Mr. Olver is now connected with the St. Louis C. C.

—According to the Akron, O., Beacon, H. W. Campbell of Hammel's B. C. of that city has invented a new system of shorthand writing to be used in connection with a typewriter. A machine speed of 120 words a minute is claimed.

—W. N. Simpson is doing good work as the head of the commercial department of Baker Univ., Baldwin, Kans.

—A beautifully engraved invitation announces the annual Commencement of Meux's B. C., Pensacola, Fla., Oct. 15.

—D. L. Stoddard of Indianapolis, a penman whose name has often appeared in the columns of THE JOURNAL, was recently elected supreme secretary of the Order of United Toilers.

—Our old friend, A. E. Dewhurst, penman, Utica, N. Y., was re-elected secretary of the New York State Christian Endeavor Association, at a meeting held recently at Elmira.

—Eaton & Burnett B. C., Baltimore, report an increased attendance with best prospects for the future.

—The Stevens Point, Wis., Journal is very proud of the Stevens Point B. C. In a late issue of that paper we note no less than twelve separate news items relating to the school.

— W. F. Giesseman, one of the most popular members of our craft, has passed his twelfth year in the service of the C. C. C. C., Des Moines. By the way, who holds the record for continuous service as business college penman? Don't all speak at once.

— The Sadler B. C. people, Baltimore, do things up brown when they start out to arrange an entertainment. One of the attractions booked for the near future is a lecture by the eminent Arctic explorer, Dr. Nansen, author of "Farthest North."

— The latest arrival in the penmanship world is domiciled at the home of Mr. and Mrs. E. C. Mills, Rochester. She came September 24 and is the occasion of many warm congratulations.

— T. J. Rieinger of the College of Commerce received flattering awards for plain and ornamental penmanship at the Oneida County Fair, recently held at Rome, N. Y.

— One of our promising young penmen is W. M. Engel, Reading, Pa., to whom we are indebted for some very dainty specimens.

— W. J. Trainer of the Coll. of Com., Scranton, Pa., sends us a photographic "Welcome" that shows his penmanship hand has lost none of its cunning.

Hymeneal.

BARNES—BART.

THE JOURNAL acknowledges the pleasure of an invitation to the marriage of Miss Jennie Hart to Mr. Elmer E. Barnes, at the home of the bride, Brimfield, Ohio, October 12.

Obituary.

CHARLES L. ELLIS.

Mr. Charles L. Ellis, author of the "Ellis Method of Business Training," died suddenly at his home, Battle Creek, Mich., September 25. Mr. Ellis had been confined to his room for several days, on account of a severe, but not serious, injury to his left knee, occasioned by a fall from a bicycle. The immediate cause of death was embolism of the pulmonary artery, and the dread summons came without the slightest premonition. The passage from life to death was accomplished without the least indication of pain, or even of consciousness.

Mr. Ellis was cut down in the full prime of a vigorous and useful manhood, being but forty-one years and six months old at the time of his decease. From his early manhood Mr. Ellis had been an enthusiastic and effective commercial teacher, and his work as an author took its inspiration from the schoolroom. Independence and originality were his striking characteristics, and these, added to a detailed familiarity with schoolroom conditions, enabled him to work with practical effectiveness in the cause of educational progress.

Charles Lawrence Ellis was born at Hubbardston, Mich., in 1856. His boyhood was spent on his father's farm and he received an elementary education at the village school. When quite young he discovered great aptitude in penmanship, and soon became one of the best penmen in his native State. For a time he taught writing with much success in a number of towns in Central Michigan. Later he studied accounting and kept the books for a large firm in Big Rapids. Being unsatisfied with his educational acquirements he resigned this position to attend school at Valparaiso, Ind. Afterward he taught writing and accounting in the Cleary Business College at Ypsilanti, Mich. In 1885 he went to California and became principal of the Commercial Department of the Eureka Academy and Business College, at Eureka, Cal., of which school Mr. Neil S. Phelps, present manager of the Ellis Publishing Company, was proprietor. It was here that he commenced the development of the system of business community or "actual business" training that has made his name familiar to American business educators.

In 1886, in connection with Mr. Phelps, he founded the San Francisco Business College, carrying out in this school the "actual business method," which by this time he had fairly perfected. In 1890 he removed to Battle Creek, where he has resided since.

Opinions may differ as to the merits or defects of the system of business training which Mr. Ellis invented, but there can be no question as to his pluck, enthusiasm and originality, and the business teaching fraternity suffers in his death a genuine bereavement.

Mr. Ellis was married in 1888 to Miss Etta Freeman of Detroit. One child, a daughter, was born to them.

E. L. BURNETT.

E. L. Burnett, well known during the past fifteen years in penmanship circles, died under distressing circumstances September 27. The body of Mr. Burnett was found on the shore of Lake Canandaigua, N. Y. The verdict of the Coroner's Jury was that he had come to his death by morphine poison, self administered. Some eighteen years ago Mr. Burnett, then a young man, suffered a misfortune that cast a shadow over his subsequent life, but his friends fully believed that he had lived it down.

E. L. Burnett was born near Rochester, N. Y., April 22, 1857. His first professional experience was as an assistant with the now veteran penman, I. S. Preston. For several years he was an itinerant teacher and used to boast of bearing a charmed life. He passed unscathed through the great Brooklyn theatre fire, also through the Ashtabula Railroad bridge accident. For the most part of the past ten years he was connected with the Bryant & Stratton B. C., Providence, R. I., but left there about a year ago. He was a man of attractive appearance and manners, and had many friends, who were shocked to hear of his unfortunate death.

MRS. J. G. HARMISON.

The death is announced of Mrs. Harmison, wife of J. G. Harmison, Columbia, S. C., one of the best known Southern penmen and commercial teachers.

Business Writing.

PAPER READ AT THE LAST MEETING OF THE WESTERN PENMAN'S ASSOCIATION, BY W. J. KINSLEY.

The Century Dictionary defines Business as follows: "Employments requiring knowledge of accounts and financial methods, the occupation of conducting trade, or monetary transactions of any kind."

The same authority defines writing as: "The recording of words or sounds in significant characters; the art of tracing graphic signs by hand on paper, parchment or other material, with pen and ink, style, pencil or any other instrument."

Some time since I expressed myself as follows:

Business writing originally meant the writing in which business transactions were recorded. We believe the ideal business writing to be legible, rapid, simple in form, written with a free, graceful movement and without shade. For such writing we believe the straight holder and a medium coarse pen will produce the best results. This style of writing is now used in correspondence and can be used wherever it is necessary to put thoughts on paper legibly and rapidly.

Writing must first of all be legible. It matters not how easily, rapidly and gracefully the motions to produce it are made, if the forms are not legible all is wasted. Adding a column of figures at lightning speed avails nothing if the result is not correct. For the person who is obliged to read writing, the one essential is legibility. The writer, besides making the writing legible, must write it rapidly to save time; to lighten his own labor he must write *easily*, and to write easily he must select simple, continuous forms, and have a free, graceful movement under good control. It is not enough to the writer that the writing be legible (almost any primary pupil can write legibly), but he must turn out the quantity as well as the quality of work, and as more work—and usually better work—can be done with the easiest and most graceful motions, he must find the easiest and most graceful way to do his work. Quality (embracing form, grace and beauty), quantity and ease of execution, then, are the essentials of a good handwriting.

Business writing holds the same relation to ornamental or professional writing that plain, every-day business conversation holds to the florid, ornate platform work of the professional elocutionist. Yet some people will persist in dragging the flourished and ornate and the slow, labored, shaded styles of writing into business and then wonder why their handwriting doesn't conform to the business standard. Many parents when it comes to writing are like Mr. Tulliver in "The Mill on the Floss," when he expressed a desire to have his son Tom become a lawyer and be able to use a "big lot o' words that sound nice but don't mean much." Parents and teachers care so much for the beautiful in handwriting that they cannot bring themselves to sacrifice beauty for speed. When properly taught, all the elements entering into a good handwriting can be blended. By the addition of speed, beauty, ease, grace and legibility are not destroyed. Of course by pushing the hand beyond a certain limit beauty and legibility will disappear. Constant practice and speed drills will develop a rate of speed never dreamed of and yet retain—yes, even increase—legibility, grace and beauty.

The one thing needing more attention in our public schools is movement, for to movement and movement alone must we look for the emancipator of nearly all the ills that writing is heir to. To the person who uses the forearm movement must come ease and beauty, and with the control of the hand and arm the movement gives him, he cannot help but secure greater legibility. Because legibility is of so great importance many teachers think that the writing must be made legible first,—then they will take up the other essentials. No greater mistake could be made. By practicing so as to combine all the essentials of a good handwriting, the goal will be soonest reached.

This, then, is what most of us believe to be the ideal business writing.

How near do we approach the ideal? And if we fail, wherein do we fail, and how can we best remedy the defects?

There is a tendency among teachers to claim that the present style of business writing advocated and taught by most of us is up to date in every particular, as good as it is possible to make it, and that we have advanced as much in business writing and methods of teaching it as business itself has advanced.

I think we claim more than we can prove. We should not resolve ourselves into a mutual admiration society and take up our time in telling each other how smart we are and what great advances were made in writing, and how large a share of the credit should be bestowed upon us individually and collectively.

Have we kept pace with the progress of the age? Has our business writing improved as fast as modern science and modern business methods, with their Roentgen Rays, telegraph, cable, telephone, pneumatic tubes, and the thousand and one appliances that modern science has offered as a tribute to the modern business world? I think not.

I was in the home office of a large insurance company recently, and while in the manager's office took notice of the many appliances and helps he had for the speedy transaction of business. A long distance telephone, by means of which he could talk a thousand miles, a telephone connecting with each of the twenty-five departments in the building, an electric messenger call for telegrams, his stenographer and typewriter call, a pneumatic tube for sending and receiving papers to and from various departments,—and all so they could be reached without getting out of his office chair. Here was a man whose time was valuable—so valuable that nothing but the most lightninglike methods would satisfy him, yet when he wrote he wrote as the majority of business men do—with a heavy, labored, clumsy scrawl. The writing of the clerks, bookkeepers and stenographers (excepting the policy clerks) was not what we would consider modern business writing. And many of these clerks were public school, commercial department and business college graduates, too.

Business writing and the teaching of it have advanced greatly within twenty years, but not enough to enable us as teachers to claim that we have equaled advances in other lines. In movement and its applications we are prone to be vainglorious. In spasms of self-glorification many of us imagine that we have invented muscular or forearm movement, and if we have not invented it, we have at least reached the pinnacle of perfection in its application to our handwriting and to the handwriting of our pupils. We want to wrest the laurel from the brow of James Henry Lewis, who, in England, ninety years ago, studied out the forearm movement and its application to business writing.

About too accurate copies. While I believe in rapid coarse pen work for business writing, I cannot see any objection to the copies being as accurate as they can be made. Many who prate against accurate copies do not disdain to have engraving done by copper plate engravers and afterward re-engraved by process method from these copper proofs. They believe in telling the student exactly all the truth about their copies—but they neglect to tell him that the page of graceful, rapid business writing written in four minutes, twenty-seven seconds and three ticks was made up of seventy-two patches, each patch the result of seven hundred trials.

A school proprietor told me not long since that he wouldn't let THE JOURNAL into his school because the business writing was not accurate enough. Another proprietor objected because much of the writing was too accurate. Another because too many styles were shown. These people are too narrow minded.

Now as to remedies. Just how much should we be guided by business men in making changes? In case he knows what he wants, is what he wants what he should have?

A business man seldom criticises form in writing—unless it has too much flourish. If it be plain and legible he's satisfied. But he wants a big quantity of it for his money. His only criticism on a copy book headline would be that the lines are not heavy enough for business purposes. If he hired an average writer of the public school copy book hand he would be driven nearly insane by the lack of speed in the writer.

The average business man doesn't criticise writing because of its lack of beauty, ease and grace. He wants writing to be legible, and he wants the writer to do a lot of it. He wants stronger, coarser lines, too.

How can we improve the business writing of the country? By beginning at the bottom. Place a thoroughly competent writer and teacher of business writing in every normal school—not a writer and teacher of fine pen, shaded, flourished, slow writing taught in many schools, but a teacher of the style of writing we consider modern. Train the teachers while they are yet in the normal schools.

But all of our teachers are not trained in normal schools—in fact, but a small percentage of them. Then the next step is, put a supervisor or special teacher in the schools of every city and town. This specialist can train both teachers and pupils.

The business colleges and special penmanship schools will be called upon to furnish these specialists, so they have a duty to perform.

The capitals and small letters should be given considerable study and a selection should be made of styles that are simple, easy to make, rapid and yet retain legibility. We are not all teaching that style now.

Speed must be increased. Many teachers don't know what constitutes fast writing and haven't any idea how fast they or their pupils can write. Some penmen label specimens "rapid" that in the business world would be counted slow.

Begin earlier to teach movement and speed. If we begin early enough, writing will become just as much a part of ourselves as speech. In ordinary conversation we give no thought to elocution, thinking only of the thoughts to be expressed. If writing is properly taught and practiced

it would become as speech, and no thought will be required, so far as the writing is concerned, when transferring our thoughts to paper. This, I take it, is the end to be aimed at.

There remains much yet to be done, and for him who can increase legibility, speed and ease of execution in modern business writing there is a laurel waiting to adorn his brow, and his name will be handed down to future generations as their chirographic emancipator.

THE FOUNDATIONS OF SUCCESS IN LIFE.

From Students' Stenographic Notes of an Impromptu Address by Daniel T. Ames Before the Students of the Woodbury Business College, Los Angeles, Cal.

YOUNG LADIES AND GENTLEMEN: It always affords me pleasure to address young people, especially students. For many years I was a teacher in the public schools and in business colleges, and to me to-day the schoolroom is most familiar and affords me the greatest pleasure of any class of institutions that I visit.

It recalls many pleasant reminiscences, and especially am I interested to speak to young people because they are at the period of life where they may profit by any good advice that I may chance to offer. Those of more advanced years who have become established are not so much at liberty to change thoughts, actions or occupations as are young persons. You are here presumably seeking an education. Why do you desire an education? How many are seriously asking that question? What is the use you expect to make of it?

Education is that which marks the distinction between men more than anything else. Not only in their social position, but in their business, in everything that marks progress in the life of individuals and nations. The well educated person has a power that the ignorant person cannot well attain to. The distinction between nations has been marked by the estimation they have placed upon education. No nation on earth probably is making so great an effort to educate its masses and to see that every person possesses an education as is the United States. Probably no nation on earth has held out greater possibilities during the last century in human progress than the United States, and a larger percentage of its people read and write than any other nation on earth.

Now you are seeking an education, and if I could pass around this hall and learn the success that you are attaining as students, know the faithfulness with which you are performing the duties prescribed for you as students, I could predict very closely as to your success in after life. The work that you are doing here is a test. The faithful, earnest and successful student will be the faithful, successful man or woman—that is as sure as fate. We sometimes hear it said when one has attained great success, "Oh! he or she has been lucky." Now good fortune and success do not come by accident; if you inquire into the circumstances that have led to the success of any individual of your acquaintance, you will find that legitimate means are back of that success. The merchant who has best understood his business, who knows the market and the time and place to purchase, has made gains and avoided losses that his less observing and competent competitor could not do.

No person will hold, as I have said before, good positions unless he merits them. You who are faithfully performing your duties here and qualifying yourselves are destined to hold some position in the future. What shall be its grade—high or low?

If you think for a moment, you will perceive that there are no honorable or desirable positions not open to you or within your attainment. You are fitting yourselves with a view of securing one of these positions. You see eminent presidents of banks, professional men conspicuous in their professions—in fact, there is a vast range of possibilities reaching from that of a ditch digger to the President of the United States. Your mission will come somewhere on the line. It is possible I may be addressing a future President of the United States. The way to that position is open to you. I may be, and probably am, addressing a future bank president, cashier or perhaps an eminent lawyer, possibly a judge, possibly a millionaire, contractor, engineer, or competent and trusted agent or bookkeeper. Which of you is to be the millionaire, which of you the president or the incumbent of some one of these desirable positions? Which of you young ladies is to be the confidential clerk or manager of some great business? All these places are opening before you, and what you are doing here to-day is determining unavoidably as to whether you are destined to occupy one high up or low down on the list. As I said before, it is the efficiency with which you seek and fill your place that will determine.

Now for instance a young man enters an establishment in this city, perhaps at $2 per week. He says to himself "That is very little pay. I shoul lu't do much to earn $2; in fact, I don't mean to do any more than I get paid for." Conseqnently he is a little tardy in the morning. He is careless during the day. If he goes on an errand, he loiters or blunders. It is not a long time before his employer sees all this, and after a week or two he is convinced that this is not the boy he wants, and gets another one. On the other hand, the new boy forgets that he is only getting $2 a week, more or less. It is his purpose and effort to make his employer realize that he is determined to render good service, no matter what the pay may be. He is there to do his best, and so he is on hand in the morning and does not wait for his employer to set him to work. He catches hold of the first thing, and everything, he sees to be done. If on errands he hustles to get there and get back, and at the end of the week or two his employer says to himself "This is the boy I want I must advance his pay and keep him." He does so. Promotion follows promotion until the higher places are reached.

Now there is no luck in that. The first boy did not fill the bill, and was discharged because he deserved to be. The other boy gets advance after advance because he deserved it. There is the whole secret of success. It is to perform faithfully and earnestly whatever you undertake. If as students you habituate yourselves to earnest, faithful and industrious performance of every duty and enter the employ of others, or upon your own life mission, as you will, in the same manner success will await you. Again, no matter how much you earn, if it were $100 per week, you can spend it all easily; nobody gets so much money that he cannot find a way to spend it. The practice of economy and self-denial is necessary that you should save a certain portion of your earnings or income. You may thus accumulate capital that will enable you to start in business for yourself. Capital is a ready servant that will aid you onward.

We are told that honesty is the best policy. I should rather be honest for the sake of honesty. To say that honesty is the best policy is to say that if you are dishonest you will not succeed. Consequently, it is bad policy to be dishonest, but to be honest for policy alone is not the thought I wish to bring to your attention, but this, "Be honest because you love honesty." And be sure that the future of every young man and woman depends upon *honesty* and *efficiency*.

When the Teacher Gets Cross.

When the teacher gets cross and her brown eyes get black,
And her pencil comes down on the desk with a whack,
We chillons in class sits up straight in line,
As if we had rulers instead of a spine!
It's scary to cough, and it's not safe to grin—
When the teacher gets cross and the dimples goes in.

When the teacher gets cross the tables all mix,
And the ones and the sevens begin playing tricks;
The pluses and minus is just little smears
Where the cry-babies cry all their slates up with tears.
The figgers won't add, and they act up like sin—
When the teacher gets cross and the dimples goes in.

When the teacher gets cross the readers gets bad,
The lines jiggle round till the chillons is sad,
And Billyhoy puffs and gets red in the face,
As if he and the lesson were running a race!
Till she hollows out "Next!" as sharp as a pin—
When the teacher gets cross and the dimples goes in.

When the teacher gets good her smiles is so bright
The tables gets straight and the readers gets right,
The pluses and minus come trooping along,
And figgers adds up and stops being wrong,
And we chillons would like (but we dassent) to shout,
When the teacher gets good and the dimples comes out.

—Rochester *Express*.

Stole All the "Etheth."

"We are thorry to thay," explained the editor of the Skedunk Weekly News, "that our compothing-room was entered lath night by thome unknown thcoundrel, who thtole every 'eth' in the ethablithment and thucceeded in making hith ethcape undetected.

"It hath been impothible, of courthe, to procure a new thupply of 'etheth' in time for thith ithue, and we are thuth compelled to go to preth in a thitnation motht embarrathing and diththrething, but we can thee no other courth to purthue than to make the betht thtagger we gan to get along without the mithing letter, and we therefore print The Newth on time, regardleth of the loth we have thuthtained.

"The motive of the mithcreant doubtleth wath revenge for thome thuppothed inthult.

"It thall never be thaid that the petty thpite of any thmall-thouled villain hath ditbabled The Newth, and if thith meet the eye of the detethtable rathcal we beg to athure him that he underethtimated the rethourceth of a firth-clath newthpaper when he thinkth he can cripple it hopelethly by breaking into the alphabet. We take ocathion to thay to him furthermore that before next Thurthday we thall have three timeth ath many 'etheth' ath he thole.

"We have reathon to thuthpect that we know the cowardly tuknnk who committed the act of vandalithm, and if he ith ever theen prowling about thith ethtablithment again, by day or by night, nothing will give uth more thatithfaction than to thoot hith hide full of holeth."

Phonetic Writing Machines.

A machine intended to take the place of ordinary shorthand writing—one that will make a record which can be read by anyone—has been invented. It can be manipulated so as to print entire words with one stroke of the fingers, instead of the old method of spelling each word out. It is a very small affair, weighing only 2½ pounds and occupying a space only 6 inches square. There are sixteen keys, which lie next to one another, within the four outer keys On these are printed all the letters and characters that are to be printed. The vowels and consonants are marked and can be brought forward as desired. The sixteen keys are so arranged that they can be operated in pairs, so that one finger can press down either one or both keys of each pair.

The machine cannot spell accurately, nor will the writing do for correspondence, but phonetic spelling can be done, and it is possible at each stroke to print part of a word so that it may be understood and sometimes the whole word. Those operating them are able to write 100 words a minute. The principal advantage this machine has is its speed, and the words are more easily read than if written in shorthand, if they are not all accurately spelled. The record is printed on a narrow slip and reads from left to right. Many of the words are spelled phonetically, but their meanings are clear. The inventor has made several of these machines and placed them for use in business offices.—*New Ideas*.

Invention of the Typewriter.

The credit of the invention of the typewriter has generally been given to America, but a writer in the *Strand Magazine* shows that the first writing machine was designed by an Englishman as long ago as 1714.

On January 17 of that year there was granted to a gentleman named Mills, an engineer in the employ of the New River Co., a patent for an invention described as follows: "An artificial machine, or method, for the transcribing of letters, singly or progressively, one after another, as in writing, whereby all writings whatsoever may be engrossed on paper or parchment, so neat and exact as not to be distinguished from print."

Thus was the typewriter born. No drawings were submitted with the specifications, so that it is now impossible to tell how the machine was constructed or what kind of work it performed. From notes found among the private papers of the inventor, however, after his death, it is assumed that it may have been intended to print embossed letters for the use of the blind.

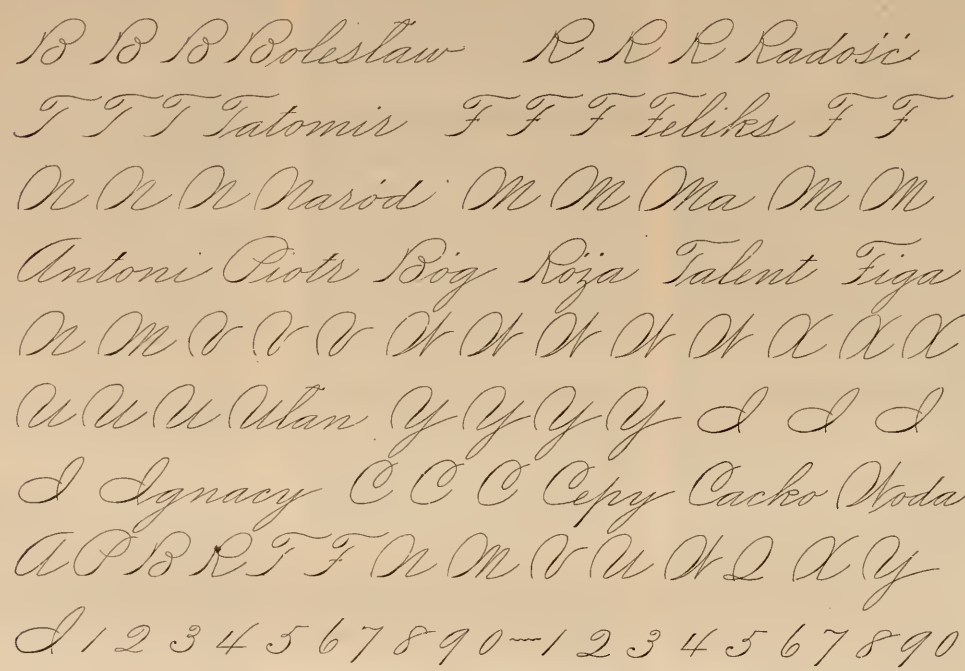
A similar machine, also for the use of blind people, was patented in France in the year 1784; but with these two exceptions no other effort seems to have been made to construct a writing machine until 1829, when Austin Burt, an American, patented his "Typograph." This was a very pretty and exceedingly ingenious piece of mechanism, but, viewed from a commercial point of view, it was a decided failure. The same remark applies to the machine exhibited in 1844 at a meeting of the British Association at York.

But these and other similar attempts, for the most part crude and ill-conceived, set practical men thinking. Among others, Charles Thurber, an American, went to work and constructed a machine which is now generally admitted to be the first practical typewriter ever put together. It was large. It was clumsy. And it was capable of being driven only at what now would be regarded as a ridiculously low rate of speed. But it embodied most of the mechanical devices common to nearly all modern machines, and to it was applied for the first time the paper carrying roller, together with suitable machinery for line and letter spacing.

Thurber's machine, moreover, like Littledale's, and, indeed, all the early typewriters, was intended solely for the use of the blind. So far the need of a machine to supersede the pen had not even been thought of.

After Thurber came many other inventors, notably Besch and Pratt, both of whom spent considerable sums of money and an immense amount of time and labor in improving the typewriter. In 1867 Mr. Pratt's machine was exhibited in London before the Society of Arts, and, as was only natural, attracted a great deal of attention. Most of the leading engineering and scientific papers devoted considerable space to descriptions and illustrations of the strange-looking piece of mechanism; and suggestions were not wanting to the effect that the inventor who could produce a successful machine of the kind, intended not only for the use of those whom misfortune had deprived of sight, but for mankind in general, would secure a fortune for himself, and confer an almost inestimable boon upon humanity at large.

Probably a couple of million people either saw the



PAGE FROM POLISH COPY BOOK. COPY MADE FOR THE AUTHOR IN THE JOURNAL OFFICE AND PRESENTED AS AN EXAMPLE OF ACCURATE SCRIPT.

machine for themselves or read the description of it. To the vast majority it merely formed an object of idle and somewhat languid curiosity. A very small minority examined the thing closely, and pooh-poohed the idea as ridiculous and impracticable. One man, and one only, C. Latham Sholes of Wisconsin, recognized the vast possibilities that lay hidden in the tangled collection of cams and cogs, and he set to work, and between 1867 and 1873 turned out some twenty-five typewriters, all of which were theoretically perfect, and all of which went to pieces with depressing regularity after a more or less prolonged spell of practical work. But each model was a little better than the preceding one, and thus at length a fairly efficient machine was produced, and now the most popular design of typewriter is the one that was evolved directly from the work of Sholes.

Of course there have been many curious and beautiful machines constructed from time to time to the order of various people, or for presentation. Perhaps the most elaborate typewriter ever produced was that made for the Czarina of Russia by a leading American concern. All parts of the machine ordinarily black were enameled blue; those portions of the framework usually outlined with gold were inlaid with mother-of-pearl. The keys were of African ivory and the bright parts of solid gold. A similar machine was presented on her wedding day to the Duchess of York; and another was recently made to order for the Khedive of Egypt. The Queen also possesses an elaborate typewriter. It is a "Barlock," ivory-keyed, gold-plated throughout, and very beautifully engraved.

An extraordinarily curious machine was that made by another American company for Li Hung Chang. It was fitted with twenty sets of characters—1,800 in all—each of which, as he dies were available, had to be engraved by hand.

A somewhat expensive machine was recently built on order by an English company for the use, at Eton, of the young son of the Countess of Carnarvon. It writes the Greek alphabet, and is used by the lad, whose eyesight is somewhat weak, in preparing his exercises. Machines for writing Russian are fairly common, while typewriters have been built to order writing Arabic, Sanscrit, and even old black-letter English. This latter machine cost nearly one hundred pounds, for a mysterious individual who paid cash in advance, and declined to furnish either his name or his address.—*Unknown exchange.*

How to Indorse Checks.

There are several ways of indorsing a check for deposit, says an exchange. Some simply write their names across the back without specifying that the proceeds are to be paid to anybody in particular. This is the least desirable of any way, for a check so indorsed passes from hand to hand like a bank note, and if it be lost in the mail or stolen it may be cashed by the bank upon which it is drawn as if the check had been originally drawn to bearer.

Moreover, when a check is once indorsed in blank, that is, by the payee simply writing his name across the back, the payment cannot be restricted by any subsequent indorsement.

For example, it would be useless for the bank where the check is deposited to indorse "pay to the order of such and such a bank," naming its out-of-town correspondent. Such an attempt to restrict the payment of the check would not amount to anything after the first payee had indorsed in blank.

A favorite way to indorse a check is "for deposit only to the credit of." This is good enough as far as it goes.

The trouble is that such an indorsement transfers the title of the check to the bank where it is deposited, and if it be followed up by similar indorsements as it passes from bank to bank on the way to its final destination, the title is transferred at every stage. Now, the check having reached the bank on which it is drawn, it is paid, and the money starts on the return trip.

If at any point on the way back a bank should fail with the money in its possession, that money would go into the general fund, to be distributed pro rata among the creditors.

But if the original holder of the check were to indorse it in this way—"Collect for account of," or "Collect for my account," then these words would operate as a notice to all concerned that the original holder had not parted with his title to the check, and that all subsequent holders were agents for the purpose of collecting only.

If, after the check had been cashed and the proceeds on the way back, any bank should fail with the proceeds in its possession, the original holder can follow the proceeds of his check and compel the receiver to pay over the amount to him in full.

It is worth while noting that checks should be cashed promptly. This is a case in which it may truly be said that delays are dangerous and sometimes fatal. The bank may fail, or the drawer may fail, or his funds may be attached in some legal proceeding, or the drawer may die.

Massachusetts is probably the only State in the union which provides by act of Legislature that a bank may pay checks for a certain time after the death of the drawer.

As It Was Wrote.

She "needed the situation bad,"
  She said with a charming smile,
So I paid off the typewriting youth that I had,
  And took her to try awhile.

She came the next morn with a yellow bow
  At the side of her snow-white throat,
"I'd no idea that a girl would be so
  Much nicer," I thought, as she wrote.

* * * * * * * *

But this was her first letter: "Dere sur we Send
  Sum Marshandize c o d
And atrusting yure ade too our Plans youle lend
  Were yourn most trooly A. B."

Wondering I questioned her as she turned,
  And fingered the keys so well,
"At a lightning typewriting college I learned,
  But we hadn't no time to spell."

—*Time.*

Bacteria in Ink.

Prof. Markmann, of Leipsic, has recently examined sixty-seven kinds of ink, such as are used in schools, and has arrived at results which show that it may, under certain circumstances, be dangerous to wound one's self with an inky pen. Most of the inks he examined contained a large quantity of micrococci, bacteria and fungi. From a red and purple sample the professor cultivated a bacillus which killed a mouse in four days. The moral to be derived from these facts is that ink bottles must be kept carefully closed when not in use. It is also advisable to abandon the bad habit of wetting pens with the tongue.—*N. Y. World.*

Penman's Art Journal.
A Monthly Journal of Penmanship and Business Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUP'T OF SUBSCRIPTION DEP'T.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 802 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

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THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year, 10 cents a number.
Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.
ADVERTISING RATES.—30 cents per nonpareil line, $2.50 per inch each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESS.

Our subscription lists are now entered by Stencs. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.
We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

Federation of Teachers' Associations.

Suggestions for Next Meeting—Local Gathering in New York.

Twenty representatives from half a dozen business schools in New York, Brooklyn, Jersey City, Newark and Paterson attended a conference at Packard's Business College, New York, on Saturday, October 2nd. The object of the conference was to bring out and discuss ideas and subjects for the programme of the next meeting of the Federation of Educational Associations, to be held at Chicago during holiday week 1897. Chairman Brown of the Executive Committee had requested Vice-President Charles M. Miller of Packard's and Executive Committeeman Wm. J. Kinsley of THE JOURNAL to submit to him any suggestions for the programme, and for the benefit of the Association. Messrs. Miller and Kinsley thought it a good plan to call a meeting of business college proprietors and teachers within a distance of New York that would make it possible for these teachers to attend. The meeting was most enthusiastic in every way, and a large number of valuable suggestions were brought out, and from these were evolved a number of most excellent topics for the programme. From the spirit and enthusiasm manifested we are led to believe that Eastern teachers will be better represented at the forthcoming Chicago meeting than ever before, and we are convinced that Eastern teachers have more interest in the Association and its work than heretofore.

The discussion of topics for the programme almost developed into a teachers' meeting, and the result was a very profitable two hours' session and experience meeting.

Chairman Brown's Call to the 12,000 Commercial Teachers of America.

At the next meeting of "The Federation of Teachers' Associations," to be held in Chicago during Christmas week '97, there will be present, probably, 1,000 or more of the wide-awake special teachers of this country.

They will represent the business colleges, the commercial departments of public schools, parochial schools and other colleges, the special teachers of writing, drawing, shorthand and typewriting of the public and private schools.

The richest, most varied and most valuable intellectual and artistic feast ever set before our teachers will be provided at that meeting.

The general officers and committee are as follows: W. N. Ferris, Big Rapids, Mich., Pres.; Chas. M. Miller, Packard's College, New York City, V.-Pres.; A. N. Palmer, Cedar Rapids, Iowa, Sec'y; C. A. Faust, Chicago Business College, Chicago, Treas.; G. W. Brown, Jacksonville, Ill., A. W. Dudley, Metropolitan Business College, Chicago, and W. J. Kinsley, PENMAN'S ART JOURNAL, New York City, Executive Committee. Full program announcements will be made in due time. Communications may be addressed to any of the above names.

G. W. BROWN,
Chairman Ex. Committee.

What is "the Federation"?

The "Federation of Teachers' Associations" embraces four distinct and separate bodies, viz.: "The Business Teachers' Association," "The Western Penman's Association," "The Public School Writing and Drawing Teachers' Association," and "The Shorthand and Typewriting Teachers' Association."

It was organized at the Western Penman's meeting, held in Chicago in December, 1895. Its first regular meeting, held in Chicago, December, 1896, was by far the greatest and most valuable meeting ever held by these special teachers.

Each body has its own officers, committee and program, and is an independent body so far as its own special work is concerned. But part of each day, general meetings are held of the combined or federated bodies, and for such general meeting a magnificent program is being arranged. Many of the most distinguished educators, specialists, and public men of the country, will address the general sessions.

The meeting will be held in the spacious new rooms of the Chicago Business College, corner of Randolph St. and Wabash Ave., and will continue three days as follows: December 27, 28 and 29.

The circular of information, giving programmes of the general and special sessions, announcing hotel and railroad arrangements, will be issued in due time. Inquiries may be addressed to

G. W. BROWN,
Chairman Ex. Com., Jacksonville, Ill.

Whom the "Federation" Helps.

Many special teachers who attended the last meeting of the "Federation," through mere curiosity, became at once its enthusiastic supporters. A public high school teacher of many years said: "It's the best teachers' meeting I ever attended." A lady teacher of shorthand said: "I would not take $100 for what I have learned." Many similar expressions were heard.

The best thoughts and methods of the brightest and most successful teachers are presented, compared and discussed for the benefit of all. More can often be learned, in this way, in two or three days, than by years of experience with no means of comparing ideas and methods.

Every commercial teacher, every special teacher of Writing, Drawing, Shorthand and Typewriting in the public, parochial or other schools of the country, should attend this meeting. It would widen his knowledge of his subjects, improve his methods and increase his success and influence as a teacher.

Authors and publishers of books, methods, devices of instruction, makers of school and office appliances and fixtures are also benefited, and provision will be made for the greatest exhibit, in all these lines, ever seen at such a meeting.

The meeting will be held in the rooms of the Chicago Business College, Randolph St. and Wabash Ave., Chicago, on December 27-28-29, 1897.

Circulars of information regarding program, hotel and railway rates will be issued in due time. Inquiries may be addressed to the Sec'y, A. N. Palmer, Cedar Rapids, Ia., or to the chairman of the Executive Committee, G. W. Brown, Jacksonville, Ill.

How the "Federation" Helps Teachers.

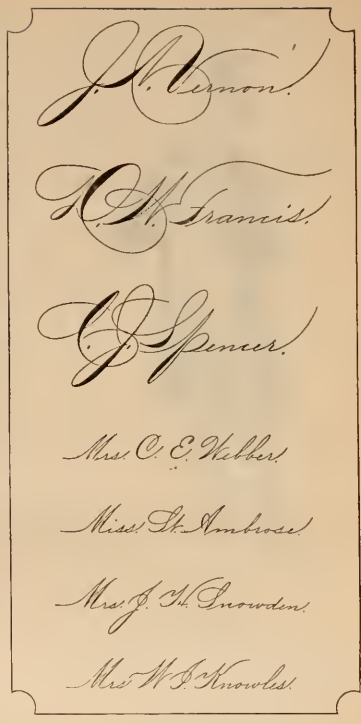
1st—It brings them together in a most delightful way, gets them acquainted, increases their respect for their chosen calling and broadens the horizon of their work and ideas.

2nd—By comparison and discussion new and better ideas are evolved. The best thoughts of the brightest minds and most skilled and experienced teachers become the common property of all. It helps teachers to keep abreast of the times.

3d—It brings teachers and employers face to face, and thus promotes a mutual acquaintance that is often of much advantage to each. It is a sort of teachers' exchange.

4th—It makes better teachers of all who attend its annual meetings, and thus promotes their professional and financial interests.

Every wide-awake teacher of the commercial branches in the private, parochial or public schools, or in the business colleges, should attend this meeting to be held in Chicago, December 27-28-29, 1897. For information, address the Sec'y, A. N. Palmer, Cedar Rapids, Iowa, or G. W. Brown, Jacksonville, Ill., chairman Executive Committee.



BY C. E. WEBBER, GARDEN CITY B. C., SAN JOSE, CAL.

Programme of Writing and Drawing Teachers' Association, at the Federation Convention, Chicago.

Howard Champlin, chairman of Executive Committee, has sent THE JOURNAL the following very interesting programme for the Writing and Drawing Section of the Federation meet at Chicago:

DECEMBER 27.—AFTERNOON.

1 o'clock.—Organization.

2.—How to Correlate the Writing Lesson with Other Studies. Miss Lucy E. Keller, Supervisor, Duluth, Minn.

2.50.—Observations with reference to Movement in All Written Work. W. S. Hiser, Supervisor, Richmond, Ind.

3.—How I Correlate the Writing Lessons with Other Work and How I Secure Movement in this Work. Short speeches from all members present.

4 to 7.—Joint meetings of departments.

DECEMBER 28.—FORENOON.

9.—Primary Work, First Year. Miss Cora N. Starr, Supervisor, Crawfordsville, Ind. Discussion.

10.—Lesson on Short Letters, members present to act as pupils. W. F. Lyon, Supervisor, Detroit, Mich. Continual discussion.

11.—The Supremacy of the Digits. Chandler H. Peirce, Supervisor, Evansville, Ind. Discussion.

Columbus, Ga. Jan. 12th 97.
This is a specimen of my penmanship in my eighty fourth year.
A. A. Marchand

Columbus, Ga. Jan. 12th 97.
This is a specimen of my penmanship in my eighty fourth year
A. A. Marchand

AN OLD MAN'S WRITING (ABOUT TWO-THIRDS NATURAL SIZE).

"THINGS ARE NOT ALWAYS WHAT THEY SEEM."

BY G. L. FUNNELL, BRIDGEPORT, CONN.

No. 1.

EUREKA! A NON-LEAKABLE FOUNTAIN PEN!

AFTERNOON.

1.—Some Observations on Primary Grade Work. Miss Cora A. Ney, Supervisor, Mishawaka, Ind. Discussion.

2.—Copy Books Condemned. A. E. Parsons, Supervisor, Creston, Iowa. Discussion.

3.—Writing of the Future. C. P. Zaner, Principal Zanerian Art College, Columbus, O. Discussion.

4 to 7.—Joint meetings of departments.

DECEMBER 29.—FORENOON.

9.—A Paper upon Vertical Writing in the Public Schools of Chicago, Ill. O. J. Milliken, Principal Fallon School, Chicago, Ill. Discussion.

10.—A Paper upon Typewriting and Vertical Penmanship in Chicago, Ill., Public Schools. W. E. Watt, Principal Grabam School, Chicago, Ill. Discussion.

11.—Blackboard Illustrative Drawing by Miss L. Viola Waller, Supervisor, Charles City, Iowa; A. C. Webb, Nashville, Tenn., and Howard Champlin, Cincinnati, Ohio. No discussions.

AFTERNOON.

1.—Short Paper and Lesson in Penmanship, in which members present are to act as pupils. J. H. Bachtenkircher, Supervisor, Lafayette, Ind. Continual discussion.

2.—Style of Writing as Affected by Formation, Combination, Spacing, Position, Length of Letters, Shading and Arrangement. Robert C. Spencer, Principal Spencerian Business College, Milwaukee, Wis Discussion.

3.—Unfinished business.

3.30.—Election of officers.

4 to 7.—Joint meetings of departments.

HOWARD CHAMPLIN, Cincinnati, O.,
Chairman Executive Committee.
CHANDLER H. PEIRCE, Evansville, Ind.
C. C. CURTISS, Minneapolis, Minn.

Eastern Teachers' Association.

A letter from Wm. J. Amos, Stamford, Conn., the most active promoter of the project for an association of Eastern business educators, informs THE JOURNAL that preliminaries have been made for the holding of a meeting at Hartford, Conn., on the Saturday following Thanksgiving, November 27. The meeting will be held at the Hartford Business College. A warm invitation is extended to business educators of the East to be present at this meeting, and a no less hearty welcome will be given to educators from all other sections of the country. Sectional spirit does not enter into the move at all. The grand object is to promote the general cause of business education.

THE JOURNAL heartily approves this object and will contribute all in its power to the success of the plan.

One good point is the time fixed for the meeting, which will not conflict with either the meeting of the Federation of Commercial Associations, to be held in Chicago Christmas week, or the Business Educators' meeting, in connection with the National Teachers' Association, in the summer.

It would be a great thing for the cause of genuine business education if the reputable schools in the several sections of our country would thus get together and appoint times for meeting and the discussion of plans, exchange of ideas and promotion of social intercourse. THE JOURNAL is greatly pleased to know that the prospects are excellent for a large meeting at Hartford.

Metropolitan Commercial Teachers' Club.

The enthusiasm engendered at the conference of business college teachers at Packard's Business College, New York, on October 2 lead to a suggestion from W. E. Drake of Drake's Jersey City B. C. that the proprietors and teachers present there and then form a Metropolitan Commercial Teachers' Club. The suggestion was taken up at once and unanimously adopted, and a committee of three, consisting of Messrs. W. E. Drake, Drake's Jersey City B. C.; Wm. J. Kinsley of THE JOURNAL, and Byron Horton, Packard's B. C., was appointed to formulate plans for such a club. The object of the club is to have a programme about once a month for the discussion of topics of interest to commercial teachers, and to furnish a meeting place for teachers, proprietors and their friends. The membership will not be limited to New York and Brooklyn alone, but will include those living at such distances as they feel can conveniently attend the meetings of the association. These meetings will likely be held on Saturdays. All teachers of commercial, shorthand, typewriting and penmanship branches, whether in public or private schools, are cordially invited to join the club.

As we go to press the matter is under discussion by

No. 2.

BUT——

the committee mentioned above, from whom further information can be had on application. As it looks to THE JOURNAL, this is a distinctive forward step by commercial teachers and we trust will meet with hearty encouragement from all members of the profession.

To Business Teachers in the East.

Some months ago the subject of an Eastern Teachers' Assocation was brought before the readers of THE JOURNAL. That the idea was favorably considered by commercial teachers throughout New England and neighboring States was well evinced by the kind letters that poured in from all sides. From New Jersey, New York, Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont and away up in Maine came words of assurance.

Now then, brethren, the time has come to act. The time has come to select a place and date for our first meeting. As I stated before in THE JOURNAL, Merrill College is always ready for such a meeting, but its location is not central enough for those in Massachusetts, New Hampshire and Vermont, so Mr. E. H. Morse of Hartford, Conn., has very kindly tendered his college rooms. Hartford is about half way between Boston and New York and should prove as attractive as any place we could select.

The date which seems to suit the largest number is the Saturday following Thanksgiving, as during the Christmas holidays a large number of teachers spend their vacations in distant localities.

There is no reason why we cannot organize an association that shall be a credit to the business educators of the East at this November meeting. Brethren, let us get together at Hartford. Let us come to the meeting "Full of de spirit." Let us, for a day, at least, bury our petty animosities and greet our competitors with a hearty hand shake and a pleasant "Glad to see you, old man." Let us come prepared to organize. Let us come feeling away down deep in our hearts that we are men and teachers, that we have a message and are not ashamed of it.

There is but one word more, and that is: Don't forget to be at E. H. Morse's Hartford Business College Saturday following Thanksgiving at 10.30 in the morning. COME.

Fraternally,

WM. J. AMOS.

Stamford, Conn.

N. B.—If you can't by any possibility be present, send us a good letter telling how glad you'd be to be with us. We don't want many letters.

Announcement.

Mr. William J. Kinsley, who for the past three years has been engaged with me in the work of expert examination of forged and disputed handwriting, has this day become associated with me under the firm name of Ames & Kinsley.

Mr. Kinsley is eminently fitted by nature, training and experience for the work of a handwriting expert, and ink and paper specialist. Possessing a good general education, he took a special course in penmanship under H. W. Flickinger of Philadelphia, the well-known author, teacher and penman. Subsequently he was a special teacher of penmanship in a Normal College.

He is joint author and publisher of "A Series of Lessons in Plain Writing," and for over three years has been managing editor of THE PENMAN'S ART JOURNAL.

Mr. Kinsley has been a member of the Western Penmen's Association from its organization, once its president, and has been three times a member of its Executive Committee.

For the purpose of giving testimony in courts in regard to handwriting, inks and paper, he has prepared himself by years of study and experience. He has been consulted in a large number of cases in the United States and Canada, and has given testimony in civil and criminal cases in Supreme United States, Probate, Common Pleas, County Courts, etc. He has been employed on many important cases by the district attorneys of New York and the United States.

From my association with Mr. Kinsley in expert handwriting and other work, I have come to regard him as a man of rare ability and integrity, and can cordially commend him to attorneys and others having need of the services of a handwriting expert.

DANIEL T. AMES.

Who Knows of Publications About Ink?

If JOURNAL readers know of any published works printed in English, dealing with the manufacture or chemistry of ink, we would appreciate information about title, author, publisher, etc.

No. 3.

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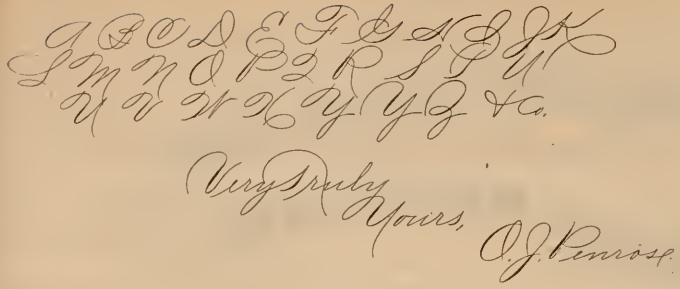

BY O. J. PENROSE, PRIN. AUGUSTANA C. C., ROCK ISLAND, ILL.

Why the Books Wouldn't Balance.

A bookkeeper in a local wholesale house had been pending sleepless nights for three weeks in fruitless efforts to make his books balance. There was an apparent shortage of $900 that could not be accounted for. He added up columns and struck balances until he was almost insane. He finally worked himself into that frame of mind that usually lands a man in Canada, the insane asylum or a suicide's grave, when the manager of the house invited his confidence. Then they went over the books together, but the $900 shortage was still there.

The head of the house was called in and the work of overhauling accounts commenced again. They had not gone far till they came to an entry of $1,900.

"Why, that should be $1,000," declared the employer. "How did it happen to be entered $1,900?"

A careful examination showed that a fly had been smashed between the pages of the cash book, and one leg made a tail of the first cipher of the $1,000 entry, converting it into a 9.—*San Francisco Post.*

Soulé vs. Keister.

THE JOURNAL is in receipt of a particularly unique and spicy pamphlet from Col. Geo. Soulé, New Orleans, in which the Colonel pitches into D. A. Keister in a very lively manner. Mr. Keister recently published a work on bookkeeping and auditing. Col. Soulé claims that important parts of this book were pirated bodily from his writings, and gives a number of extracts in parallel columns that bear out this assertion.

Goldenrod.

"Way down in the meadow and close by the brook,
If ever you take the trouble to look,
A plant you will see that shows in the light
With its green and gold so gay and bright,
Nodding and tossing its head in pride,
As if it were queen of the meadow wide.
That beautiful blossom, so tall and odd,
Is the bloom of the plant called goldenrod."

A Clever and Amusing Book.

A very interesting and amusing book is being sent out to teachers, free of charge, by the Joseph Dixon Crucible Company, Jersey City, N. J.

It contains some extracts from the "History of a Lead Pencil," published by the Dixon Company some time ago, the difference anatomically and physiologically between cows and horses which every teacher who has spent a summer in the country will recognize, but which not one teacher in ten thousand could tell off hand.

Besides this, there are some beautiful answers by a Persian pupil, some test sentences that will require a very glib tongue to repeat, witty anecdotes, some mathematical curiosities and the art of making "magic squares" which so greatly interested that "model of practical wisdom," Dr. Franklin.

The illustrations in the little brochure are also of interest to all pencil users, and any teacher who sends for it will be well repaid.

Faust's Myograph.

You probably have noticed in THE JOURNAL'S advertising columns cut showing a new device for securing muscular movement and making finger movement impossible. The cut is so clearly drawn that it speaks for itself. C. A. Faust, the inventor, is well known as a successful penmanship teacher with experience in handling large classes. He informs us that before putting the device on the market he tested it practically by using it in his own classes, and that the results have been such as to enable him to recommend it with absolute confidence. The idea is to do away with waste time and friction in teaching muscular movement, and enable the student to secure that coveted movement from the start.

Uses of the Porcupine.

Porcupine quills are a necessary of life to anglers, for they make excellent floats for bottom fishing. Also scores of penholders are made from the black and white spikes, and many kinds of ornamental screens and fans are pierced and knitted of these quills. Something like 2,000,000 porcupine quills reach Britain every year, and they chiefly come from India, also a few from Spain. The animal has to be hunted and killed before the quills can be obtained, and many hundreds of porcupines are slain for this purpose every year. The quills are carefully extracted and dried, packed in crates and shipped away to Europe, where they are used for all manner of things in the way of tackle and ornamentation. A porcupine is always worth killing, for every "spike pig" carries 10 shillings' worth of quils on his fretful back.

Oldest Library in the United States.

The oldest library in the United States is claimed to be the New York Society Library in University place. As its story is given, it was established by the Earl of Bellamout in 1700 in the new City Hall in Wall street where the sub-Treasury building now stands. New York had then a population of 5,000.

Pay to his devisees or if no will, specifically bequeathing the benefits which shall be payable on account of this Policy, shall appear and be brought to the knowledge of this Company within sixty (60) days after the death of the said insured.

Pay to his wife, Hanna, if living, if not to the devisees of the said insured, or if no will, specifically bequeathing the benefits which shall be payable on account of this Policy, shall appear and be brought to the knowledge of this Company within sixty (60) days after the death of the said insured.

Pay to Richard Roe as trustee for the sole use and benefit of his surviving children, equally, the receipt of said trustee to be a full discharge for the same, and said Company not to be bound to see to the application thereof, nor in any event in any manner held responsible for the discharge of the duties of said trustee.

THESE CUTS SHOW DIFFERENT KINDS OF WRITING OF A YOUNG MAN OF 19, CLERK IN THE OFFICE OF THE HOME LIFE INS. CO., CHICAGO. HIS INSTRUCTIONS WERE RECEIVED FROM CHARLTON V. HOWE, CHICAGO.

BY JOHN F. BRILEY OF THE JOURNAL'S ART STAFF.

Forged Autographs of Luther.

BERLIN, September 22.—A man named Kyrieleis and his wife were arraigned before the Criminal Court here to-day to answer the charge of selling forged autographs of Martin Luther.

The evidence showed that Kyrieleis collected books of the Reformation period, on the fly leaves of which he inscribed Scriptural verses and hymns, and attached the signature of Luther. His wife then sold the volumes for large sums to antiquaries and libraries in the various Continental cities Kyrieleis was acquitted on the ground that he was insane, but his wife was convicted and sentenced to eighteen months' imprisonment.

A Journalistic Sign.

First Assistant Postmaster-General Perry S. Heath signs his name in a way that excites the curiosity of many who see his autograph. After his name he always places a period within a small circle. The signature would not be complete without this supplemental mark, and the First Assistant Postmaster's check would not be honored at his bank if the circled period were omitted. Members of the Universal Postal Congress, noticing this peculiarity, were puzzled to know what American secret society it indicated, as they regarded it as a mystic emblem known only to the members of the order for which it stood.

The fact is that Mr. Heath has carried with him a mark he learned as printer, newspaper correspondent and editor. As a writer and editor he was accustomed to circling his periods, and he got in the habit of doing it at the end of his signature. He formed the habit many years ago, and now the emblem of the newspaper office appears on every official document Mr. Heath signs as First Assistant or Acting Postmaster-General.—*Washington Post.*

A Top that Writes.

Master William Abbott writes, telling how to make a top that writes. First, take a spool, cut the head off and sharpen it down to the hole as in making the ordinary spool spinning top. Then take a pencil, sharpen it, and put it through the hole, the sharpened end forming the spinning apex of the top. Cut off the other end, leaving a handle to spin with, and the top is completed. When spun in the usual way it will write all sorts of queer designs; and it is said that no two persons can make the same kind of drawings.

A Chinese Typewriter.

The Rev. Mr. Sheffield, a Presbyterian missionary at Tung Chow, has invented a Chinese typewriter which is said to be a very remarkable machine, and is exciting a great deal of comment over there. As near as can be understood from the description published in the Chinese papers, the characters, about 4,000 in number, are on the edges of wheels about 1 foot in diameter. It requires twenty or thirty wheels to carry all the letters, and the operator must strike two keys to make an impression. The first key turns the wheel and the second stops it at the letter wanted, which is brought down upon the paper by an ingenious device.

The Ellsworth Company is sending out an advertising brochure, which incorporates the favorable opinions of penmanship and educational experts on the Ellsworth Lessons and Lectures on Penmanship.

New Uses for Paper.

A method has recently been invented for making strong and reliable telegraph and telephone poles of paper. They are said to be impervious to the weather and very durable.

Water pipes are also made of paper in England and are said to be a success

A chimney has been built of paper at Breslau which is said to be absolutely fire proof. It is the only chimney of the kind known.

Examples of Double Consciousness Handwriting Wanted.

THE JOURNAL is making a study of handwriting in cases of double consciousness, and would esteem it a favor if JOURNAL readers would favor us with examples of the handwriting of persons in normal condition as well as writing by same persons who afterward are hypnotized, become insane, intoxicated or hysterical. We desire to see if the characteristics of the handwriting remain the same in both states. Of course, it is absolutely necessary that the cases and specimens be capable of being proved genuine.

The Bank Was Short.

Bell: "Once that bank cashier had to leave the country."

Nell: "Was he short in his accounts?"

Bell: "Oh, no; he was ahead. The bank was short."

"All things come round to those who wait,"
Don't bank on proverbs old and gray;
All things come round as sure as fate
To those who meet them just half way.

For Next Month's Journal.

The Great Fair Will Case.

The story of one of the most celebrated cases of modern times, involving a daring attempt to rob an estate worth anywhere from $10,000,000 to $25,000,000, by means of forged deeds, will and marriage certificate, will be told in the next issue of THE JOURNAL by Daniel T. Ames, who was engaged on the case for months as a handwriting expert. It will be fully illustrated with *fac-simile* reproductions from the forged documents as contrasted with Senator Fair's genuine writing.

Sketching From Nature.

Beginning next month, THE JOURNAL will print from the pen of that distinguished artist penman, C. P. Zaner, a series of instructions entitled "SKETCHING FROM NATURE." These papers will be richly illustrated, mainly from pencil drawings. They treat the subject in a unique and practical manner, and will be welcome to all of our friends who are interested in sketching and drawing.

Page Writing.

Many and many a time you have seen a sheet of writing, perhaps a letter, that in spite of excellence of penmanship had a ragged, unkempt appearance. This is one of the commonest faults of young writers and many old ones. J. W. Lampman, penman of the Omaha, Nebr., Commercial College, has prepared a paper that will appear in the next issue of THE JOURNAL, treating this matter in detail and giving explicit directions for the correction of these faults and the production of evenly spaced, smooth and elegantly appearing page-writing, whether it be ordinary correspondence, tabulated work, wedding invitations on ruruled paper—or what not. This is one of those "little things" that count big.

Position and Freedom of Motion.

Under this caption the November JOURNAL will give a paper of great value to the writing student It treats of just what its title signifies. You can't write well it you neglect this important fundamental detail. The paper is freely illustrated with diagrams and leaves no one with an excuse for retaining faulty or cramped position, or a slow, laborious motion. Sam Evans, Williamston, Ky., is the author.

F. W. Tamblyn's lessons in business writing for advanced students, begun in this number, will be continued in the next. Mr. Mills' lessons in business writing, Mr. Houston's lessons in vertical writing, Mr. Moore's lessons in professional writing will also be continued.

The Penman's Art Journal appeals to the intelligence and worth of the Profession it has loyally represented for more than 20 years.

It does not truckle to the flapdoodle element. The fake school people are down on it to a man.

The Journal gives more on all important branches of penmanship that is of real, practical use to teacher and student than any six other papers combined.

Note for example the following exhibit published in a late number of THE JOURNAL of a full year's record on Rapid Business Writing:

This line represents the number of different contributors of specimens of Business Writing (with and without text) to THE JOURNAL for a year—

while the number of similar contributors to the paper making the next best showing is indicated by this line—

the number of different contributors of illustrated articles on Business Writing to THE JOURNAL is thus shown—

and the comparative showing of its nearest competitor runs like this—

THE JOURNAL'S contributors of unillustrated articles on Business Writing make this showing—

as compared with the next best journalistic record of the year—

The theory upon which a teacher induces the pupil to subscribe for a paper is that it will benefit both, mainly, perhaps, by stimulating the pupil's interest in his work. What helps them helps the school. It helps the cause of good writing by spreading the light. Every copy circulated helps. It helps THE JOURNAL to issue a better paper and to do better work for the cause it represents.

THE JOURNAL'S clubbing rates, for either edition, will be found herewith. The cost is so low that no one interested in penmanship, even moderately, will be likely to allow expense to interfere with subscribing—*always provided the teacher does his part.*

No greater compliment was ever paid a class paper than is embodied in the fact that thousands of school proprietors and teachers, while giving their pupils benefit of the reduced clubbing rates, have their own subs. entered on our Professional List (News Edition) at the full price of $1 a year.

TO JOURNAL AGENTS AND SUBSCRIBERS.

If you are a Journal agent or subscriber or have any notion of entering into either relation, please read the following, which tells the whole story as plainly as we are able to do it. The cost of a single letter represents fully ten per cent. on a 50-cent transaction.

Subscription Rates.

THE PENMAN'S ART JOURNAL is published in two editions. The price of the regular edition is 50c. a year, without premium. It consists of a minimum of twenty pages. The price of the other edition is $1 a year, including privilege of a premium. The $1 edition is known as the *News Edition* and should be so designated. It is uniform with the regular edition, with four added pages containing news notes and miscellany.

Unless the *News Edition* is specially designated, all our references to THE JOURNAL, all announcements of premium combinations, etc., apply to the cheaper edition. Our friends are requested to follow the same rule—that is to say, to specify the *News Edition* when they have occasion to refer to it; otherwise it will be understood that they mean the regular (cheaper) edition.

All advertisements go in both editions.

Clubbing Rates.

Regular Edition.—3 subs. $1, 5 to 10 subs. 30c. each, 12 subs. or more, sent at one time, 25c. each.

News Edition.—2 subs. $1.00, 3 subs. $1.65, 4 or more subs. 50c. each.

No premiums go with THE JOURNAL at these rates.

NOTE.—All subscription offers that we have previously made the present season, whether with or without premium WILL HOLD GOOD until Oct. 1.

Agents Wanted Everywhere.

We wish to have an agent, not only in every school, but in every community outside of the school. If we are not already represented by an active, intelligent man in your territory, it may be your opportunity. Bright boys, as well as men and women, can make good wages taking subscriptions upon the margins represented by the above figures. It is not necessary to waste time writing us. We do not authorize any one to act as agent in any school where we are already represented by a capable agent.

Specimen Copies.—We do not furnish free samples of THE JOURNAL to promiscuous applicants. We will send some copies, however, to any one who has determined to make a genuine effort to get subscriptions. While not meaning to stint our friends, it must be remembered that our margin is extremely slight and agents should be careful and economical with specimen copies.

Under no circumstance will any subscription be entered unless accompanied with cash.

Permanent List.

Since THE JOURNAL was started, twenty years ago, we have maintained what we call a Permanent or Professional List for the benefit of those who mean to continue subscribing. All subscriptions for the News Edition received at $1 (which includes right to premium) will be entered on this list. It is our custom to continue the paper to those who are on this list until we have instructions to the contrary, notifying the subscriber at the expiration of each year. Where discontinuance is desired all we ask is that a notification (which may be by postal card) shall be sent us, with one month's notice.

This paragraph marked means that this number of THE JOURNAL *completes your year on the Permanent List. The paper will be continued until otherwise ordered. Subscriptions are invariably payable in advance, and prompt remittance is requested and expected, as the sending of a bill or letter involves an expense of at least five per cent. on the entire gross amount*

Only subscribers for the News Edition taken at the full price (not at clubbing reduction) are eligible for entry on our Permanent List. All clubbing subscriptions for either edition will be cut off promptly at expiration.

Should a subscriber on the Permanent List renew in a club at a reduced rate, it will be necessary to notify us of this fact explicitly, in order that his name may be canceled on the Permanent List; otherwise he will get two papers and we shall of course expect him to pay for them.

Changing Addresses.

At least one month's notice is required to change an address. That is to say, we must get the notice by February 1st for the changing of the address on March JOURNAL. Where this cannot be done, notify your postmaster to forward that particular month to your new address (which will cost you nothing), not forgetting to write us at once, in order that the rest of your papers may go to the proper place direct.

Incorrect Addresses.

It sometimes happens that names sent us by agents are misspelled or the addresses insufficient or incorrect in one or another detail. It also sometimes happens, though much less often, that we make mistakes in entering the addresses on our books. Subscribers are requested to carefully scrutinize the address on the first papers that they receive. If there should be the slightest error, notify us at once in order that no risk may be incurred. Also if you fail to get your paper for any month before first of next month, write at once giving your full address.

If these directions relating to subscriptions are ignored we cannot afford to pay for your negligence by remailing missing papers, but will send them (if we have them to spare) on receipt of 5c. a copy. We carry very few back numbers now and they are nearly always more valuable to us than "front numbers."

Do not expect us to enter into an extended correspondence over a 25c. subscription. Receipt of the paper is sufficient evidence that we have received your money. If anything is wrung write us plainly and it will be attended to. Don't bother the agent; only we can make the correction and you save time and trouble by writing us direct. If you ask for information on any point, a stamp must be enclosed. We contribute time and stationery, but you must pay postage.

To Club Subscribers.

This paragraph marked means that your sub. expires with this number and you will receive no more papers unless you subscribe again. If you have found the paper helpful we should be pleased to have your renewal on our Permanent List, where you will have as company nearly all the best known penmen and commercial teachers of this country. If you can't afford this, hand your sub. to the nearest agent or get up a club yourself (provided you don't interfere with any present agent in a school). The rates are plainly given above for both editions.

Premiums.

The subjoined premium offers apply to the News Edition only. No reduction for the regular edition.

A Beautiful Stick Pin.

THE JOURNAL has had specially manufactured from its own design a very neat stick pin, to offer as a premium to subscribers. It is made in solid silver, also in solid gold.

THE SILVER PIN has the quill of solid sterling silver, and the stick pin part of German silver.

THE GOLD PIN is solid, 14 karat, except the stick part, which is German silver gold plated.

For one dollar we will send THE JOURNAL *for one year, and the* SOLID SILVER PIN.

For one dollar and fifty cents we will enter one sub., new or renewal, and send SOLID GOLD PIN *as premium.*

For two dollars we will send two copies of THE JOURNAL (to different addresses, if desired), for one year, and the SOLID GOLD PIN. Or we will send THE JOURNAL for *two* years and the solid gold pin.

For three dollars, three subs. (or your own extended three years) and two SOLID GOLD PINS.

This pin makes a very tasty and beautiful gift. A jeweler would charge at least $1.50 for it.

SPECIAL.—To those desiring to be placed on our Permanent List for two years, we will send the solid gold pin as premium for a remittance of $1 now. The other dollar to be remitted promptly at end of first year. Present subscribers may have their subscriptions extended and thus avail themselves of this offer at once.

Works of Instruction in Penmanship.

Ames' Guide to Self-Instruction in Penciling and Artistic Penmanship.—For 25 cents extra the **Guide** will be sent full bound in cloth. The regular premium has heavy paper binding. Price when sent otherwise than as premium: Paper, 75c.; cloth, $1. The **Guide** in paper sent as prem. with one sub. ($1). Cloth 25 cts. extra.

Ames' Copy-Slips for Self-Instruction in Practical Penmanship.—This covers about the same ground as the Guide, but instead of being in book form it is composed of movable slips progressively arranged. This work also has had a very large sale independently of its use as premium at 50 cents a set. The "Copy-Slips" will be sent as prem. for one sub. ($1).

The Lord's Prayer (size 19 x 24 inches); **Flourished Eagle** (24 x 32); **Flourished Stag** (24 x 32); **Centennial Picture of Progress** (24 x 28); **Garfield Memorial** (19 x 24); **Grant and Lincoln Colony** (24 x 30); **Marriage Certificate** (11 x 14); **Family Record** (18 x 22). Choice of the above beautiful and elaborate pen designs (lithographed) sent as prem. for one sub. ($1).

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It gives 125 beautiful designs, delicately printed on superfine paper—most of them masterpieces—by 72 of the world's leading penmen. We will send the book in manilla binding as premium for one sub. and 10 cents extra ($1.10). For two subs. ($2) we will send it and any of the premiums announced above for one subscriber.

We will send the BOOK OF FLOURISHES in best cloth binding for one sub. and 50 cents ($1.50, the price of the book alone), or for two subs. ($2).

Note.

Our subscription list is now kept by States, so that we can't find your address to change it unless you give us the address from which you have changed.

A convenient formula is:

"Please change my address from——— to———."

Write plainly and make the address sufficiently explicit. Our experience is, that a box number or street number, except in small place, is usually desirable. Postal officials are more careful with mail that is addressed specifically.

Address all letters to and make checks, etc., payable to

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EXAMPLE OF SCRIPT LETTER HEADING. BY J. F. BRILEY OF THE JOURNAL'S ART STAFF.

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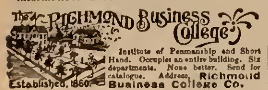
INDIANAPOLIS BUSINESS UNIVERSITY. Established 1850. Business, Shorthand, Penmanship, Preparatory. Individual Instruction. 500 students annually. Open all year. Write for full information. E. J. HEEB, Pres.



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NEW YORK BUSINESS COLLEGE, 81 East 125th Street, New York, N. Y., receives *Day* students from "*the Greater New York.*" These well-known schools, under one management, but each having a separate faculty, are designed to afford the best practical training for mercantile pursuits. The schools also supply *business men* with satisfactory assistants, and secure positions for *competent students.* Terms moderate. No vacations. Catalogue free. CARRINGTON GAINES, President

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CATALOGUES of The Capital City Commercial College and the Capital City School of Shorthand will be sent free to intending students. Address MEHAN & McCAULEY, Des Moines, Iowa. These institutions are first-class business training schools.

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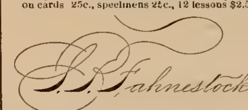

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Lessons by mail. Sample artistic writing—poetry, 25c. Sample qt. of my famous fine flowing ink, prepaid, 25c. A photo engraved pen study 14 x 17 inches, 50c. The above $1 worth all for fifteen 2 cent stamps.

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Lessons by Mail in all branches of Penmanship. Superior copies and instructions. Terms Reasonable.

Resolutions Engrossed, Designs Made and Cuts Furnished. All kinds of Pen Work Executed.

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Powder for 1 pt. Elegant Glossy Black Ink, . $0.35
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Circular Free.

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P. B. S. PETERS, Box 553, Kansas City, Mo., does all kinds of penwork. One doz. assorted pens, 5c.; three doz., 11c. Excelsior oblique holder, two for 15c., two doz., $1.00. Gillott's No. 604 pens, ¼ gro., 21c.; one gro., 68c. Method ruling cards, 13c.; Ink recipe, 13c.; either one free with $1.00 order. Circulars.

SEND 25 CENTS for fine specimens of Writing, Lettering and Flourishing. Can't help but please. Address JNO. F. SIPLE, care BARTLETT'S BUS. COL., Cincinnati, O.

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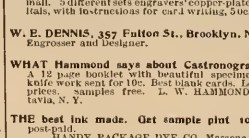
ONE Dozen Cards, 15c.; Business Capitals, 12c.; Fancy Capitals, 15c.; Sheet of Ornamental Combinations, 15c.



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W. J. MARTIN, Le Mars, Iowa, A1 flourished let-ter 20c. Drawing and penmanship taught by mail. 5 different sets engravers' copper-plate capitals, with instructions for card writing, 50c.

W. E. DENNIS, 357 Fulton St., Brooklyn, N. Y., Engrosser and Designer.

WHAT Hammond says about Castronography. A 12 page booklet with beautiful specimen of knife work sent for 10c. Best blank cards. Lowest prices. Samples free. L. W. HAMMOND, Batavia, N. Y.

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D. S. HILL, Penman, Curdsville, Ky. Beautiful flourish 10 cents, caps, business and fancy, 10 cents, mail course $3.00, cards 15 cents. All kinds of order work.

P. M. SISSON, Penman, Newport, R. I. Beau-tiful piece of Pen Work for your scrap-book only 10c., your name on 1 dozen cards 20 cts.,—12 lessons in penmanship by mail $2.50.

E. L. GLICK, Gloucester Bus. Uni., Gloucester, Mass. 1 doz. Signatures, on cards—something elegant, 30c.; Business Capitals, 20c.; Flourished Swan—a beauty, 25c.; all for 50c. Money refunded if the work is not satisfactory. Oblique holder properly adjusted, 20c. Large stick India ink 50c. Half stick, 30c. 12 lessons in Ornamental Writing or Flourishing, $5.00. Elegant copies and first-class instruction. 12 lessons in Business Writing, $4.00. By taking one of the above named courses you will make wonderful improvement. Satisfaction guaranteed. Samples 10 cents.

Learn to Write Your Name.

Send me your name written in full and 25c. and I will send you one dozen or more ways of writing it, with instructions or send me 50c. and receive 24 or more ways, or $1 and receive 36 or more ways. Circular and price-list addressed in my own hand for 2c. stamp. Address
A. E. PARSONS, Creston, Iowa.

CHAFFEE'S SHORT-HAND SCHOOL. Practical in every particular. Mail instruction. **First Lesson Free.** Address W. G. CHAFFEE, Oswego, N. Y.

Have You $1.00

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This Will Do It.

A self-instructor of 51 pages containing 21 alphabets, a page of printed descriptive instructions and a variety of borders, 2 pens and 2 bottles of my renowned ink for same, sent prepaid for $1.00.

Those starting classes in Automatic Lettering should write for my special prices of automatic pens, inks, and supplies. I can save you money and guarantee satisfaction. The best is the cheapest. Send 2 cent stamp for color sheet and circular.

C. A. Faust, "The Automatic Man,"
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In answering advertisements signed by a nom-de-plume, delays and mistakes are avoided by sealing and stamping the replies ready for mailing and writing the nom-de-plume in a corner, then inclosing such sealed replies in an envelope addressed to The Penman's Art Journal, 202 Broadway, New York. Postage must be sent for forwarding Catalogues, Newspapers, Photographs, &c.

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places, are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

AN ENERGETIC young teacher of penmanship, bookkeeping, orthography, arithmetic, etc., is open for an engagement. High school and business college education. Two years' teaching experience. Good health; age 21; weight 128; height 5 ft. 8 in., unmarried. Good references. Low salary. Ready now. Address "R. V. R.," care of PENMAN'S ART JOURNAL.

AN EXPERIENCED teacher of bookkeeping, business practice, business mathematics, business law, grammar, correspondence, spelling, civil government, algebra, etc., is open for engagement. Is a good business writer. Understands Williams & Rogers and Ellis Systems. High school education, and had a partial course in normal school and university. Middle aged; over 20 years' experience as teacher and practical accountant. Good references. Address "T. C. A.," care of PENMAN'S ART JOURNAL.

GRADUATE of business university is open for engagement as teacher of book-keeping, Eclectic shorthand and penmanship. Four years' teaching experience. Also attended normal school and has good common school education. Health good; age 30. Familiar with Williams & Rogers' system. Good references; moderate salary. Address "M. S. N.," care of PENMAN'S ART JOURNAL.

AN ALL-ROUND commercial teacher is open for engagement as teacher of penmanship, grammar, arithmetic, bookkeeping correspondence, history, etc. Public school and commercial college training. Four years' teaching experience. Familiar with Williams & Rogers, Powers, Bryant and Sadler systems. Health good; age 25; unmarried. Good references. Moderate salary. Ready now. Address "C. G. S.," care of PENMAN'S ART JOURNAL.

TEACHER of bookkeeping, penmanship, business arithmetic, commercial law, etc., is open for engagement. Graduated from two business colleges. Several years' teaching experience. Familiar with Bryant & Stratton, Musselman's and Ray's systems. Health good; age 30; unmarried. Good references. Moderate salary; ready now. Address "T. L. A.," care of PENMAN'S ART JOURNAL.

I TEACH Isaac Pitman and Munson Shorthand and typewriting. Can teach English branches if necessary. Seminary and business college training. Four years' experience. Health perfect; age 24; unmarried. Good references. Moderate salary; ready now. Address "F. P. M.," care of PENMAN'S ART JOURNAL.

COMMERCIAL TEACHER, who also teaches Pitman Shorthand and typewriting, is open for engagement. Good normal and commercial school training. Familiar with W. & R., Ellis, Wentworth's and Hills and Milne's systems. Excellent health; height 5 ft. 7 in.; unmarried. Good references. Moderate salary; ready now. Address "G. A. E.," care PENMAN'S ART JOURNAL.

TEACHER of business, arithmetic, grammar, correspondence, book-keeping, commercial law, etc., is open for engagement. Graduate of teachers' scientific and business courses. Ten years' teaching experience. Familiar with W. & R., Powers' and Goodyear's systems. Excellent health; age 37; unmarried. Good references. Moderate salary. Address "A. P. W.," care of PENMAN'S ART JOURNAL.

FIFTEEN years experience teaching Eclectic Shorthand and all business branches. Can teach Isaac Pitman Short. also. Graduate high school, business and penmanship courses. Familiar with Sadler's, Williams & Rogers', Musselman's systems. Health good; age 38. Good references. Moderate salary; ready now. Address "B. C. E.," care of PENMAN'S ART JOURNAL.

PENMANSHIP and book-keeping are my specialties. Can teach arithmetic, grammar, etc. Business, normal and penmanship training. Familiar with Williams & Rogers' and Sadler's systems. Health good; age 26; unmarried. Good references. Moderate salary; ready now. Address "N. I. N.," care of PENMAN'S ART JOURNAL.

TEACHER of Graham and Pitman Shorthand, typewriting, punctuation, letter writing, etc., is open for immediate engagement. Public school and business college training. 8 years' teaching experience. Age 28; unmarried. Good references. Moderate salary. Address "O. I. S.," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, arithmetic, commercial law, correspondence, etc., is open for engagement. Public school, normal and business college training. 7 years' teaching experience. Health good; height 5 ft. 10 in.; married. Good references. Moderate salary; ready now. Address "L. K. E.," care of PENMAN'S ART JOURNAL.

Teachers Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, Commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

WE WANT a man to take charge of a large business college. Must be a real man, not less than 30 years of age and accustomed to the work that is done in the best American business colleges. He must be conversant with all branches usually taught in a business college except shorthand and typewriting. Only one fully meeting these requirements and able

furnish the most unexceptionable references as to character and ability to teach and handle teachers and pupils need notice this advertisement. A satisfactory salary will be paid. Work to begin around the New Year. Address "METROPOLITAN," care of PENMAN'S ART JOURNAL.

ONE OF THE OLDEST and best known business colleges in this country wishes to engage the services of a thoroughly competent, all round commercial teacher—an experienced man who still has growth in him and is competant to handle a modern successful business college in a large city. Address "BUSINESS," care of PENMAN'S ART JOURNAL.

No More Teachers Wanted

for present enrollment in our Teachers' Bureau unless they are well educated and thoroughly equipped for their work. This does not necessarily mean that they must be experienced, but they must be entirely capable and able to furnish unexceptionable references. Our terms are the same to all. Explanatory circulars sent to all inquirers.

No Charge to School Proprietors

for putting them in the way of getting teachers. All we ask is: *Tell us just what you want.* If you want a teacher to invest money we are entitled to know that fact and expect to be fully informed.

PENMAN'S ART JOURNAL TEACHERS' BUREAU,
202 Broadway, New York.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers, supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

Fine California Fruit Farm to Exchange for Business College in the East.

In the heart of the choicest orange and olive belt in Southern California, twenty acres in bearing, fully improved. The finest variety of navel oranges and Spanish olives, with heavy crop now in sight for Christmas trade. For domestic use there are mandarins, pomegrannates, peaches, prunes, grape fruit, lemons (enough of these to sell some), guavas, etc. There is a splendid opportunity to establish an olive oil mill in the neighborhood. Good water rights Located on two railroads. Value $15,000. Will exchange for well-equipped business college in an eastern city. Address "POMONA," care PENMAN'S ART JOURNAL.

FOR SALE.—The good will and plates of a well advertised and widely used set of writing lessons. Copper plate engraving; thousands of dollars spent in advertising; international reputation. Reason for selling: conflicts with present business of owner. A good thing for a hustling advertiser. Address "WRITING LESSONS," care PENMAN'S ART JOURNAL.

Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2.50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

FOR SALE.—Failing health compels me to sell one of the best paying schools in the State. It has an A No. 1 reputation, and reaches over 50,000 people. No opposition. Do not answer unless you have money and mean business. Address P. O. Box 473, N. Tonawanda, N. Y.

Special Bargain Ads.

Hundreds of school proprietors are contemplating more or less change in their books and equipments for the coming school year. Some are going out of business; others just going in. What A discards is often exactly what B wants. There are people who will buy any text book or apparatus, furniture, typewriter, stationery, etc. The point is to reach them.

THE JOURNAL covers the entire profession. In other words, by the use of its columns you may describe what you have to offer to practically All who would be interested in buying, provided it be something in the commercial school line. By way of an experiment we are going to offer, for a limited time, a special rate on Bargain ads., as described above, of three insertions for the regular price of one.

For $2.50, cash with the order, we will insert a Bargain advertisement in any space not exceeding ¾ of an inch, in three consecutive issues without change, beginning with the July number. These ads. do not apply to schools for sale or partners wanted or to any general advertising—only to such bargain and exchange goods as are described above. If desired, a nom de plume may be used and replies forwarded from this office. Money must accompany the order in every case.

CUTS FOR THE HOLIDAYS.—Many schools have a way of issuing a little advertising card or brochure around the Holidays. It comes in a good time—just before the opening of the second session. We have sorted out a number of attractive cuts especially suited to illustrating matter of this kind—Christmas and New Year cuts mainly—and shall be pleased to send circular of the same to any school proprietor.

Also, we have on hand a number of ready-print school Journals—some with reading and illustrations, others with illustrations only. In each case the special matter of the school is to be printed in. These Journals may be four or eight pages. Special reductions will be made for orders received within the next 30 days. Full particulars as to number required should accompany letter of inquiry.
AMES & ROLLINSON CO., 202 Broadway, N. Y.

FOR SALE.—Two counters with wire railing, for offices in Business Practice Department; also twenty-four students' tables—room for four at each table. This furniture cost $330. If sold at once can be had for $75 cash. Address F. O. EVANS, Grand Island, Nebraska.

WANTED.—A few copies of the *Instruction Book* accompanying "A Series of Lessons in Plain Writing" by Putman & Kinsley. Will pay 25 cents each. Write before mailing books. WM. J. KINSLEY, 202 Broadway, New York.

FOR SALE.—One new Odell Typewriter, $10, cost $20 and has never been used. Also one new Hall Typewriter, $15, cost $40 and has never been used. "TYPEWRITER," care PENMAN'S ART JOURNAL.

FOR SALE.—Copies for sale. I have a few sets of *pen-written* copies including sets of Business Capitals and Ornamental Capitals valuable to private learners, which I will mail, postage prepaid, for 50c. C. C. LISTER, 2438 Crystal Ave., Baltimore, Md.

CLEANING HOUSE.—We have 40 copies of Farrian System of Penmanship, about 150 pp., cloth. Will send the lot by express for $5 cash. Also 40 copies of Farrian Arithmetic, at same price. Books mailed separately for 25 cents each. Taken for debt. No room to store them. Cash with order. PENMAN'S ART JOURNAL, 202 Broadway, New York.

GOLD, Bicycle and Scholarship Given away

$100.00 IN GOLD Given away by the YOUTH'S ADVOCATE, Nashville, Tenn., to the person who will form the greatest number of words from the name DRAUGHON. Send, before the contest closes, for free sample copy which will explain. We also offer, free, Bicycle or Scholarship in Draughon's Bus. Colleges, Nashville, Tenn., Galveston or Texarkana Texas. The YOUTH'S ADVOCATE is a semi-monthly journal of sixteen pages. Elevating in character and interesting and profitable to people of all ages. Non-denominational. Stories and other interesting matter well illustrated. Agents wanted. (Mention this paper when.

Agents Wanted

in every city in the U. S. and Canada to solicit orders for our up-to-date **Automatic Shading Pen Work,** embracing advertising Show-window Cards, Self-Instructing Copy Books, Mail Lessons, Hat and Book Marks, Supplies, etc.

New Circular Descriptive of above Just Out. Sent on receipt of 2c. stamp.

Agents Make Big Money selling our Opaque and Silk Ribbon Hat and Book Marks alone.

An elegant Silk Ribbon Mark of your own name for sample, with agents' terms, 25c., worth 50c.

CUSHMAN & HESS,
Lock Drawer "T," - - Ottawa, Ill.

How-To-Say-It
GRAMMAR-CHART.

"Admirably adapted to the needs of the average student, and just the thing for class-drill."

"Send me 100 of your Charts. I think you have struck the right key."—*Edw. E. Soulé, Soulé's College, New Orleans.*

Sample copy sent for three 2-cent stamps.

Address J. H. BRYANT,
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You Like

to hear the crisp crackling of the dead leaves under your wheel as you spin along over the hard, smooth October roads—we all do! With a Columbia and the finest cycling season of the year at hand you can get the best thing to be gotten out of life—good health.

1897 COLUMBIAS

STANDARD OF THE WORLD.

$75 TO ALL ALIKE.

HARTFORD BICYCLES,
Better than any other except Columbias,
$50, $45, $40.

POPE MFG. COMPANY,
HARTFORD, CONN.

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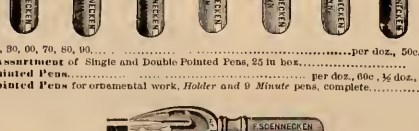

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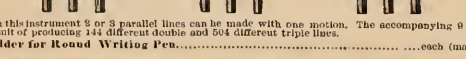

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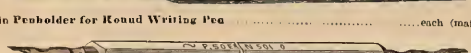

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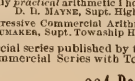

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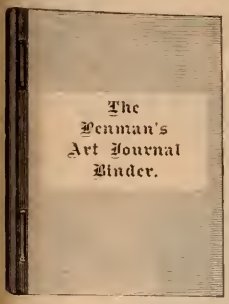

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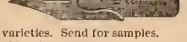

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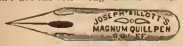

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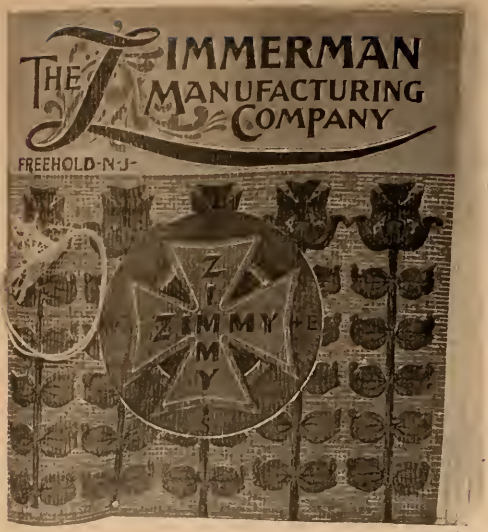

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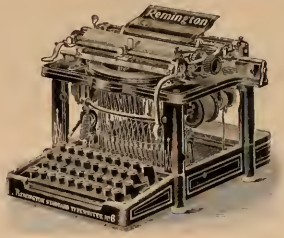

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Is not a plagiarism, though it has been extensively copied by other publishers. It is to-day the leading system for teaching bookkeeping and office practice in the United States and Canada, and is used in more business schools than all other publications combined.

It Teaches Bookkeeping as it is Practiced.

It gives the student an exact reproduction of billing, the issuing of all kinds of business papers, and the details of office procedure, just as this work is done in business. Special systems of accounts for Wholesale, Retail, Commission, Manufacturing, and Banking are fully illustrated.

The Banking Budget may be used in any School,

as it is distinct and separate from the other parts of the Budget publications. Correspondence is solicited. (Mention the Art Journal.)

W. H. SADLER, Publisher,

12 N. Charles St., BALTIMORE, MD.

Three Hundred Graded Pen Copies in Rapid Business Writing.

Dixon, Ill., Nov. 1, 1897.

Editors Penman's Art Journal.

Dear Friends:- The idea of Three Hundred Graded Pen Copies in Rapid Business Writing is great. It will reinforce every teachers work and antagonize none. In my judgment nothing so practical and helpful has ever before been offered by a penman's paper. I am highly flattered that The Journal should look to me to lead in an undertaking that offers such splendid possibilities, and hereby accept the trust, promising to put into the work all the skill and enthusiasm I possess.

Yours for success,
L. M. Kelchner.

The Journal has pleasure in announcing what it believes to be the most important work in the line of writing instruction that has ever been undertaken by a penman's paper. The idea is conveyed very fully in the title—"Three Hundred Graded Pen Copies in Rapid Business Writing." These will run through a year, beginning with the next issue. They will be grouped into suitable lessons, and copies for from four to six lessons will appear in each issue.

The strength and uniqueness of this new feature may be simply stated. The vast majority of JOURNAL readers who profit by its writing instructions are in schools—chiefly schools of the class that employ teachers who are penmanship specialists. Complaint has often been made that the regulation writing lesson in a penman's paper, going into great detail as to instruction, often conflicts with the instruction that the student is receiving in the school, and to that extent is calculated to do mischief, even though both teachers may teach the same kind of writing. Unquestionably the greatest good to the greatest number of students is to be looked for in a scheme that provides *graded copies and exercises which will fit in with the work of any teacher of rapid business writing and antagonize the methods of none.*

It is not intended to give exhaustive directions with these copies—only a mere syllabus embodying the author's methods, that may afford a timely hint to a teacher without confusing the student. The author will group the copies into lessons such as his own wide experience shall dictate to be proper; but the copies may be otherwise grouped or divided, added to or taken from, at will. These copies are intended, as stated, for students in school or those who have recently left school, more particularly than for the purely "home student," who will be otherwise looked after.

The copies will be so printed in THE JOURNAL that they may be practiced from by laying the paper on the page in the regular way, or *they may be cut out into separate copy slips* for class or home work, or by a simple arrangement, which will be explained, they may be converted into sliding copies without removing them from the paper.

The main part of this important work is the production of the pen copies. This has been intrusted to Mr. L. M. Kelchner of Dixon, Ill., who is conceded to be one of the ablest and most successful business writers and teachers of business writing that our profession has ever known. Much of the material has already been received, and we can say conscientiously that we have never seen better work.

Auxiliary Movement Exercises.

The second part of this scheme is, in THE JOURNAL's judgment, scarcely less important than that already explained. Without going into an elaborate explanation, it may be said that the scheme contemplates an *independent auxiliary series of movement exercises by different penmen*, published concurrently with the main copies and to be used as reinforcements of these copies, or not used, as may be preferred. For example, the December issue of THE JOURNAL will contain copies by Mr. Kelchner for four or five lessons—the beginnings. The same issue will have movement exercises at the same stage (primary) by other teachers of rapid business writing. As the groundwork of all instruction and the indispensable condition of all progress in this line is *true, free movement*, it is believed that these auxiliary exercises applying to the same stage of instruction that Mr. Kelchner's copies and exercises cover, and appearing in the same issue—though entirely independent—will prove of the greatest value by concentrating the students' attention on one particular thing, rather than distracting it by instructions on a number of different stages of work.

A number of the most eminent American business writing teachers will look after this part of the work.

As compared with the plan of writing lessons that THE JOURNAL inaugurated over twenty years ago, and which has been continued by THE JOURNAL and other penmen's papers with only slight changes up to the present time, the main advantages of THE JOURNAL's new plan may be thus summarized:

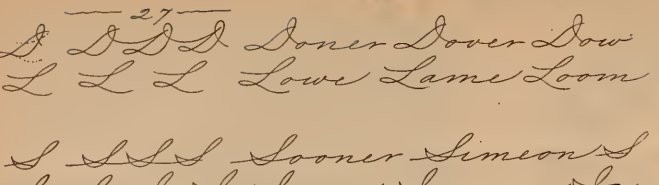
1. There will be no elaborate instructions to confuse a student or conflict with the instruction he gets at school.

2. The copies may be detached and used in class work as supplementary to the teacher's own copies, or may be substituted for them.

3. They may be used by students to practice from outside of school hours, and in accordance with their own teachers' methods.

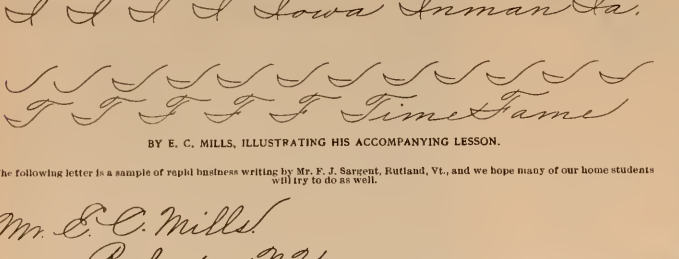
4. The teacher (or, by his direction, the student) may rearrange the copies, or redivide them into lessons, adding to or subtracting from at will.

There is no confusion, no conflict, no cross purposes or friction of any kind. As Mr. Kelchner well says, The Journal's new plan is calculated to reinforce the work of every teacher and antagonize none.



BY E. C. MILLS, ILLUSTRATING HIS ACCOMPANYING LESSON.

The following letter is a sample of rapid business writing by Mr. F. J. Sargent, Rutland, Vt., and we hope many of our home students will try to do as well.



Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 10.

Review of Capitals.

With this letter we finish the capitals and advise those who are following this course to review all the work in the previous lessons before practicing the capitals in the accompanying plate. As you notice, nearly every capital is the natural outgrowth of the one preceding it; hence it will pay to drill on all of them in exactly the order in which they are given.

Do not hurry over any part of this review work, but write several pages of each capital and word copy. Watch position and movement every few minutes. Remember if the motion of the third and fourth fingers on the paper is the same as the motion of the pen, you are using the proper movement.

The D.

There are two compound curves in this letter which you should study carefully. Finish with quite a small loop at top and count 1—2—3 for each letter. Try combining four or five, and finally write across the entire page without lifting the pen.

The L.

Notice the similarity between the *D* and *L*. The first line is the one of vital importance in the *L*; curve it considerably and then watch compound curves. The count of 1—2—3 may be used.

The Hook Stem.

The hook on the capital stem is very valuable in connecting the capitals to small letters. The aim is to make the movement as continuous as possible. A business man usually drifts into a style of writing which requires as few lifts of the pen as is consistent with the nature of the work; consequently this form of the stem finds favor with many who have an immense amount of rapid writing to do. This form is easdy acquired, and when once used is seldom discarded. First make the stem part as shown in the first two strokes, using a lively motion; stop suddenly and finish with a very slight curve. Count 1—2. There should be no shade on this, and page after page should be written until you become perfectly familiar with this way of making the stem.

The T and F.

Notice manner in which the stem of "*F*" is made. In making the "cap" part see that the last stroke is a compound curve. Use the count of 1—2—3—4 for entire letter.

The S.

Curve upward stroke decidedly and finish with the hook. Count 1—2—3. Practice connecting the capitals to small letters.

The I.

Start a trifle below base line, and do not curve down line much until base line is nearly reached. Watch hook. Make letter with an easy, decided motion, and count 1—2—3. Practice on the *I* and *S* for speed. Work for hours on word copies in this lesson.

Sending Specimens.

We would be pleased to hear from as many as possible during this and next month. Send specimens of practice work on as many of the previous lessons as you can. All who are working with the view of securing one of the certificates should send work, as well as those who wish for the criticism.

Criticisms.

J. A. D., Greeneville, Ct.—You have certainly made a wonderful improvement in toning your writing down and in the practical application of movement in your small letters. Continue to drill on small exercises and in reducing the size of your writing.

W. W., Montreal, Can.—Excellent practice on the January lesson. No bad tendencies. Your movement is firm, and you have a splendid foundation upon which to build the more advanced lessons.

G. A. S., Kimball, O.—Your movement exercises are among the finest I have ever received. I will endeavor to have one or two of them reproduced for the December number of THE JOURNAL.

P. H. H., Barry, Ill.—Indeed, you are improving. Loops most too long for business writing. Bring compound curve in "*Q*" a trifle lower.

T. L. S., Bradford, Pa.—Your work is much more systematic. Shorten loops. Continue the coarse pen practice. Make "*m*" and "*n*" round at top.

Lee, G., Cundiff, Texas.—The lines in your writing are gaining in strength, due to the coarse pen practice. Good application of movement. Cut loops down.

W. H. R., Auburn, Pa.—Reduce capitals in size. I notice a steady gain in your work. Drill on very small compound curve exercise. Loops too long.

H. V. K., Succasunna, N. J.—You are another of the faithful ones who have sent work regularly every month. Make last stroke of "*Q*" lower. Your work shows a remarkable improvement in applying the movement to small writing.

C. R. O., Minneapolis.—Practice the small compact exercises in February lesson if you wish to gain a better control over movement.

F. J. S., Richford, Vt.—I am a firm believer in shorter loops. This is the only criticism I have to offer on your excellent work. The specimens sent would do credit to many professional penmen. I am glad you have found the small compact exercises helpful to you.

A. C. E., Waco, Texas.—Your practice on January and February lessons is all that can be desired. Continue the small compact exercise practice. Send several lessons next month if convenient.

E. C. MILLS.

A Short Course of Instruction in Business Writing for Advanced Students.

BY F. W. TAMBLYN, KANSAS CITY, MO.

[NOTE.—This is a short course of instruction in business writing, aimed at advanced pupils. Those who have followed Mr. Mills' admirable lessons, and, indeed, all business writing students who have passed the primary stages, will find this a supplementary course of great help.

There is in preparation for THE JOURNAL a new course of instruction in business writing, which will treat the entire subject from the primary to the finishing stages. It will be richly illustrated and will begin in the December number. EDITOR JOURNAL.]

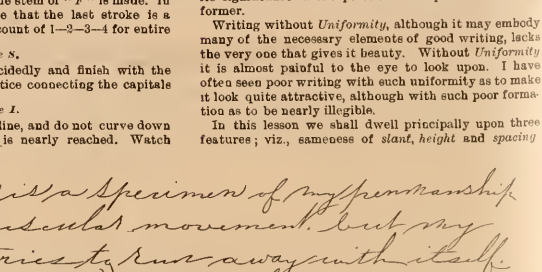
No. 2.

Uniformity.

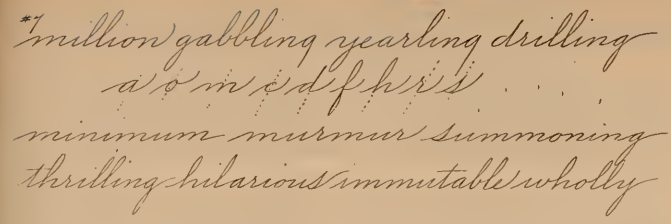
While the elements comprising Lesson No. 1 were of vital importance, the subject of this lesson loses none of its significance when placed in comparison with the former.

Writing without *Uniformity*, although it may embody many of the necessary elements of good writing, lacks the very one that gives it beauty. Without *Uniformity* it is almost painful to the eye to look upon. I have often seen poor writing with such uniformity as to make it look quite attractive, although with such poor formation as to be nearly illegible.

In this lesson we shall dwell principally upon three features; viz., sameness of *slant*, *height* and *spacing*



BY F. W. TAMBLYN, ILLUSTRATING HIS ACCOMPANYING LESSON. (CONTINUED ON NEXT PAGE.)



ILLUSTRATING TAMBLYN'S LESSON. (CONTINUED FROM PRECEDING PAGE.)

The word "Uniformity" is really self-explanatory, but a few words of explanation may not be amiss.

Whatever the slant, it must be regular, all letters leaning the same. Irregularity of slant is most noticeable in extended letters, hence the drill of illustration No. 7 is largely along this line. The slant of all letters having a *straight line* down stroke is governed by the slant of that line; as in *a*, Illustration No. 7, the straight line, not the oval, governs the slant of the letter. In small *o*, *c* and *s*, same Illustration, there being no straight line, the slant is governed by a line drawn through their center. While I am insisting on *uniformity*, and not on any particular degree of slant, I will say I prefer a slant of 65 to 70 degrees. This, I say, is my preference; others may favor different slant, yet I think the greater portion of good writing we see is near the slant above mentioned.

Sameness of height! Is it necessary? It might not have been had we on first seeing the light of day been confronted by Chinese marks instead of our Roman characters, but under present conditions a sameness of height of those letters that custom and teaching has made the same, is necessary to beauty. Why the *c* was not made long and the *l* short, or the *m* high and the *r* short, I am unable to say, nor will I attempt the advocacy of a change.

Uniformity of height comes largely under the head of *Control*, but when the nerves can be fairly controlled the eye must be train d to keep a straight line at the top as well as at the base. A good plan is to practice some on double ruled paper, like the ruling in primary copy-books, only not so wide. At all hazards practice until the base line can be kept precisely.

Learn to space properly. All know it is a necessity to good writing. There is scarcely a practitioner of penmanship who does not readily detect irregularity of spacing, although we are sometimes so engrossed in other parts of our work that this very essential feature is occasionally overlooked. While an error in spacing shows itself plainly to almost any eye, it is sometimes hard to tell just where the wrong lies. A wrong curve will often throw the spacing off.

Spend much time practicing words in Illustration No. 8, as well as other similar words, and in all practice strive for perfect uniformity in every particular.

While practicing, study Illustrations No. 5 and No. 6, and observe where the writers of them failed; the former's principal failing, irregularity of *height*, and the latter, irregularity of *slant* and *height* also. The writer of No. 6 also failed to keep on the line. It was written on ruled paper, although the ruling does not appear in the engraving, and many of the letters that should rest on the line are as far below it as others are above.

I trust all who are following these lessons will make diligent use of the long winter evenings, making this month one of hard practice.

Lesson three, the last one of the series, will consist of remarks and illustrations on *Arrangement*.

Movement, as Prescribed and Applied.

EDITOR PENMAN'S ART JOURNAL:

In my opinion the teachers of practical writing throughout the country do not give enough attention to oval movement exercises. The general idea seems to be that after a pupil has made a few ovals at the time of entering school he has done his part well, and has little further need of movement work.

I know that some teachers consider it a waste of time and energy to have pupils reach a high grade in movement exercises. They seem to think the time could be used to better advantage by practice on script forms.

Prof. Zaner says: "The form is but the picture of the movement." Other teachers of practical writing say that movement is the foundation of all. If movement is so important, why not give it all the attention it deserves? I have such faith in movement exercises that I consider them very beneficial not only to the beginner but to the advanced pupil and professional penman as well. These oval exercises train the muscles of the arm—they store up reserve power—they obviate jerky or spasmodic movement, and they are worthy of the support of every earnest teacher.

All teachers should have some expert work in this line,—for there are all kinds of ovals—good, medium and poor; and a penman can show as much skill in a line of ovals as in a page of script.

I think it a good plan for a teacher to offer a prize for the best work in movement exercises. He should collect pages of class work at least once a week and cut out a line of ovals from twenty or thirty of the best pages. These specimens should be pasted on a long piece of paper, the pupil's name written below his or her work. The sheet is then ready for exhibition.

By following this plan great interest can be aroused, and it will be interest centered in the right place—movement work.

Norristown, Pa. C. C. CANAN.

THE UPPER AND LOWER LEFT HAND CUT ARE BY C. C. CANAN (SEE HIS ACCOMPANYING PAPER). THE RIGHT HAND CUT IS BY ONE OF HIS PUPILS. THE COPY OF ALL WAS SO FINE THAT THE DESIGNS LOSE MUCH IN THE ENGRAVING, ESPECIALLY THE UPPER ONE. THEY ARE REDUCED ABOUT ONE-THIRD.

Penmanship and Drawing For Public and Graded Schools.

New Lessons.

Mr. Harry Houston's series of lessons in vertical writing end with this issue of THE JOURNAL. Beginning with the January issue a new course of instruction in vertical writing by one of the best known public schools specialists will appear. The lessons will run through the year '98. In this connection we wish to direct the attention of those public school teachers who teach slant writing to the fact that the new feature announced to begin next month—"THREE HUNDRED GRADED PEN COPIES IN RAPID BUSINESS WRITING"—will be just as appropriate for their work as for the work in a business college or any other school. They can use their own instructions for the copies if preferable, and can make any desired new arrangement or division into lessons. The strong point of the new feature is its adaptability to the work of any school—public or private, graded or ungraded, leaving the teacher the option of adopting the author's hints or modifying them, or discarding them and substituting his own directions.

Notes.

A Missouri teacher writes that he would be glad if THE JOURNAL would discard slant writing in the public school department and show only the vertical. It is not long since another teacher wrote and suggested that we discard the vertical, giving only the slant. Now, there you are! It is of course impossible to please everybody, and none the less impossible to print a paper every line of which would accord with the views of every reader. Our idea is—Take what you want and leave the rest for the other people who want that. If we printed only vertical writing THE JOURNAL would be of slight use to those who teach slant writing. If we printed only slant writing, those teachers that make the vertical system compulsory (our Missouri friend is the case in point) would find little or nothing that would help them in their work. Isn't it really absurd to suppose that a paper which covers a broad field like THE JOURNAL should devote all of its space to one particular section of that field?

The canvass along public school lines referred to on page 184 of the October JOURNAL is progressing nicely, but many of our friends have not responded to the invitation to send us reports of their own work. We want to know what kind of penmanship they are teaching, whether it is being done of their own volition or is made compulsory by law, and what results are being obtained. Specimens of students' work are always welcome. Will our friends let us hear from them without delay?

The State of Missouri has adopted the vertical writing books of D. C. Heath & Co. (Newlands' system).

L. L. Weaver has started in on his fifth year as Supvr. of Writing and Drawing in the schools of Alliance, Ohio. He has been very successful in the work.

Miss Sarah Frank, Supvr. of Warrensburg, Mo., reports that the penmanship department is much improved this year by being transferred to a large and airy room. Over 600 pupils are being benefited by her instruction.

Miss Anna M. Hall, Supvr. at McConnellsville, Ohio, writes a small, graceful hand that looks very neat in a finished letter.

As the only paper in the world which is making a specialty of penmanship in our public schools, it would seem that our friends and teachers in those schools would not begrudge a little time and trouble in bringing THE JOURNAL to the attention of the grade teachers; 50 cents will pay for the Regular Edition a year; $1.00 will pay for this edition, including a full year's subscription for any other $1.00 American periodical published on educational or literary lines. This includes all the well known educational monthlies and many of the most popular magazines of the day. In other words, THE JOURNAL is free in a combination of this kind. **If you get a few extra copies of The Journal you will know why we sent them.**

CONNECTICUT STATE TEACHERS' ASSOCIATION.

Penmanship Round-Table—Meeting at Hartford Oct. 15.

REPORTED FOR THE JOURNAL BY HARRY HOUSTON.

Topics for Discussion.

(a) Should the penholding, position, movement and slant be alike for all pupils?

(b) To what etxent, if any, should counting be used in giving the writing lesson?

(c) What is most needed in vertical writing, and how can it be secured?

(d) How can a tendency to backhand be corrected?

(e) How can greater rapidity be secured?

(f) Means and devices for creating interest and enthusiasm in the work.

(g) To what extent is it advisable to simplify the letter forms?

(h) What movement and what movement exercises should be used with vertical writing?

The teachers of Connecticut are taking a deep interest in the subject of penmanship. Last year, at the State association, there were two papers read on this subject. This year at Hartford it was the subject for discussion at one of the round-tables in the grammar department. Some of the topics discussed are given above.

In regard to question (a) it seemed to be the general opinion that the penholding, position, movement and slant need not be alike for all pupils. There seemed to be a tendency on the part of teachers to allow more liberty in all of these points.

Under (b) it was thought that counting was a very helpful device, and should be used a part of each lesson to increase and control the speed.

Topic (c) was answered in answering (e) and (h). A number of experienced teachers expressed the opinion that the combined movement was the one to be taught. Movement exercises based on the circle or oval were thought the best for vertical writing. Speed could be increased by counting and by securing a free movement. Some of the teachers saw no harm in pupils in grammar grades writing a backhand, and so would not try to correct it.

Under (f), exhibiting the best work, exchanging specimens and blackboard writing were some of the means suggested.

The question of how beginners should be taught was discussed, and all seemed much interested. Some favored beginning with the letters and with paper ruled with spaces, while others favored having children do their first writing on the unruled blackboard.

The discussion was participated in by Messrs. Cook and Titcomb, teachers of penmanship in the Hartford schools; Mr. Mirick of New Haven; Miss Miller, supervisor of penmanship at Naugatuck; Mr. Mathewson, principal of schools at Milford; Miss Hart, who has charge of the penmanship in the New Haven State Normal School, and others whose names were not learned.

Lessons in Vertical Writing.

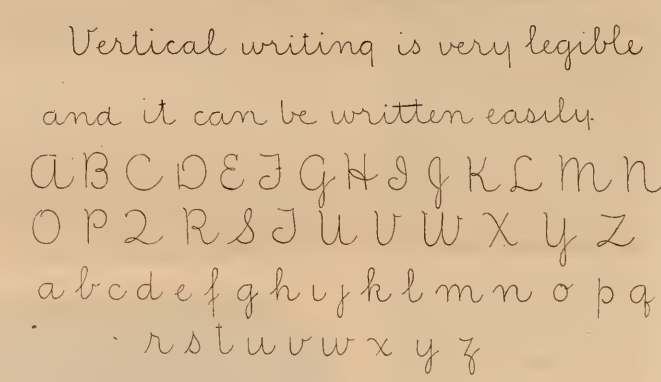
BY HARRY HOUSTON, SUPERVISOR PENMANSHIP, NEW HAVEN, CONN.

No. 10.

It was stated at the beginning of this series of articles that the aim would be to aid teachers in teaching the system already in use, rather than putting forth a new system or new forms of letters. It was not meant, however, that perfection had been reached or that we should make no efforts toward improvement in this line. So much has been gained, both in slanting and vertical writing, by simplifying the letter forms that it should be the subject of careful study and experiment. Our efforts should be directed toward getting a set of letters that will be very legible, that present the least difficulties to the learner, and that can be easily and rapidly written by the older children.

Some of the letters given this month are different from the ones presented in the preceding articles. They have been made after carefully observing the difficulties children experience in learning to write. One of the changes is in the initial stroke of *B*, *M*, *U*, and a number of the other letters. These letters, as made in the preceding articles, are not so difficult for the adult to make, but for the little child the compound curve at the top or beginning of the letter is more difficult than all the rest of the letter. The capital *C* is about like the small c, and can be made easily. The loop in *D* has been omitted and the letter finished near the top. A simple instead of compound curve has been used in top part of *F*, and the downward stroke made straight. Capital *H* made of two straight lines connected is simple and easily mastered. *I* and *J* are both made with straight downward strokes, as is also *L*. *O* is finished like *D*, making it easier for beginners. *O* and *D* may be finished, by the older pupils, by bringing this last stroke around to or across the right side of letter. *S* is simplified by finishing it the same as small *s*. *V* and *W* are slightly changed in the initial and final strokes. The compound curve in last upward stroke is avoided.

Only a few changes will be noticed in the small letters. Nearly all of the initial strokes have been omitted. The first upward stroke in *b*, *h* and *k* can be omitted when they occur as initial letters and the *y* and *g* shortened when they are final letters as shown in the sentence given above. It is argued by some that making a letter one way in one part of a word and another way in another part confuses the young child, and complicates instead of simplifies penmanship. This will hardly be true if the word method is used, as most of the children will learn to write words without knowing the different letters. As a rule, it is believed that the abbreviating that has been done in the different systems has made writing more legible and more rapid. It should not be carried to such an extent that the identity of the forms is likely to be lost or confused, or to such an extent that the letters become so much like print that a free, continuous movement cannot be used.



BY HARRY HOUSTON, ILLUSTRATING HIS ACCOMPANYING LESSON.

Speed.

Speed is probably the one thing that is most needed in vertical writing to-day. While teachers as a rule are loud in their praises of vertical writing, many of them feel that it is written more slowly than it should be. Because it is written slowly in many places is no proof that it cannot be written rapidly. In most schools little, if any, instruction has been given that would aid in securing greater speed. Simply adopting vertical writing will not make rapid writers any more than it will force pupils to sit well and hold their pens in a proper position. Some teachers have tried to apply the hinge-like action of slanting writing, but in the majority of places there has been such a feeling of uncertainty that practically nothing has been done. So many inquiries have been made in regard to movement that a few statements made earlier in the course will be repeated. A free rotary movement should be acquired by systematic and persistent drill upon the oval or compact oval exercise. Use fingers in connection with arm movement. Apply the movement to words and letters as soon as possible. Increase and regulate the speed by counting. Drill pupils in writing words and sentences as fast as they can, and do it well. Rest the arms lightly on the desk so as to facilitate writing across the page.

Let Us All Get Together at Chicago.

THE JOURNAL hopes to have a record-breaking attendance of public school penmanship teachers at the forthcoming Federation meeting at Chicago. The programme of this section was printed in THE JOURNAL last month. Miss Cora A. Ney's address should have been South Bend, Ind. A. N. Palmer has been substituted for A. E. Parsons for the paper "Copy-books Condemned." Chairman Champlin sends us these corrections and asks us to urge upon those who take part in the writing and drawing section to bring exhibits of their pupils' work for a competitive exhibit, as in former conventions.

So much has been said in these articles about the difficult points and so little in favor of vertical writing that we feel in concluding the series like saying a word in commendation of it. It seems to be gaining in favor, and from reports received it is giving good satisfaction. It certainly can be learned more readily by young children, and by its use illegible writers are very apt to become legible writers. We should make the best possible use of it, study it, and if possible make improvements.

Modern vs. Ancient Tracing Methods.

EDITOR PENMAN'S ART JOURNAL:

From the concluding paragraph of the learned article by Bro. Shattuck in the Oct. JOURNAL on "Who First Taught Tracing?" I suspect he is still exercised over somebody's claims to originality, and seeks to demonstrate a free field for tracing, at least "without his right being called in question or his trespassing on the rights of another."

Now, so far as I know, no one has ever "called in question" the privilege of any teacher or author "to make use of" tracing as a means of teaching penmanship, much less laid claim to be "the first who taught tracing," and I know of no one but myself who claims to have first published the current tracing copy-books with dotted copies, and tracing tablets, grooved letters, stamped in brass (1867).

It is, perhaps, rather late to go into the comparative merits of tracing methods, but as a matter for future penmanship historians I take this occasion to record my opinion that the educational advantages of my dotted tracing method (which, being copyrighted, prevented unauthorized taking) were immediately *discounted* by competing authors who revived these very same obsolete tracing methods just quoted by Bro. Shattuck, to the confusion of the public and promiscuous condemnation of *all* tracing in consequence of the difficulty of discriminating between *fake* and *true* methods in penmanship practice.

The difference between the dotted tracing method and the tracing of solid or penciled lines of whatever character or color is greater than would at first be supposed. It is the difference between painting with slavish dependence or *make believe* and the *natural* and *real* in practice. It is aptly illustrated by the story of the tramp and the Quaker, for whom he agreed to work for his breakfast: "If thee will strike that log with the head of mine axe for thirty minutes I will feed thee." "I will, your Honor." But after fifteen minutes the tramp threw down the axe with the remark: "Oi can't chop unless Oi see the *chips fly*." By the dotted tracing plan the pupil sees the *ink run*, and the result is homogeneous and identical with *real writing*, yet guided to correct form and arrangement by the dotted or imaginary outline as the substitute for the later *mental* guide which it helps to establish and realize. The grooved tracing method, whether in wood, metal or *papier mache* tablets, educates the sense of *touch* and trains the *proper* muscles, and should be permanently attached to every writing desk for daily drill with a stylus or hard lead pencil. Let us hasten the day.

H. W. ELLSWORTH.

Who First Taught Tracing in Copy-Books?

BY GEO. H. SHATTUCK, MEDINA, N. Y.

Second Paper.

Having in the article in the last number tried to learn as far as possible the pedigree of tracing and the efforts put forth to teach it in the text-books in the early part of the century, I propose in this article to prove that from that day to this there has been an unbroken chain of evidence that it was not lost sight of in the copy-books published since that time.

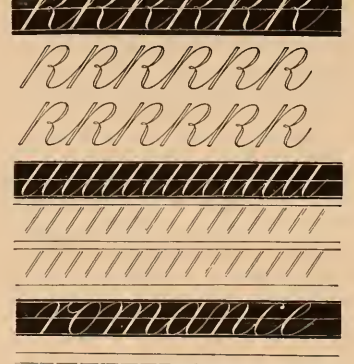
It is but reasonable to suppose that Mr. Jenkins, after making so strong a plea for tracing in his text-book would naturally follow it up in his copy-books, of which he published a set of six books, but as we have no means of verifying this we shall simply call attention to it and let it pass. Fortunately, Mr. French, while he has said very little in his text-book, has followed it up in his copy-books in a way that leaves no doubt of his belief in the efficiency of tracing as a material aid in elementary instruction in writing.

I have illustrated such copies of tracing as seemed to present any new or novel phase. When the books are described without illustrations it is because they either so much resembled those copies used to illustrate other books or were not suitable for reproduction.

1. Foster's Elementary Copy-books. Boston, Mass. Copyright 1836-1841. Foster's Penciled Copy-books, 1852.

I find these instructions on the cover:

"No. 1. This book contains the most simple elements of large hand executed so as to resemble penciled letters. These elements are to be traced by the pupil till he can form them easily. In the first instance several pages should be traced with a dry pen, great care being taken that the pen and hand be held in the proper position. The exercises in this book are penciled throughout in order that the attention may be confined to *one thing only* during the initiatory process." "Book No. 2 is a continuation of the elements, but the combination is more difficult. At least six books of this number should be written before he will be prepared for No. 3."



COPIES ILLUSTRATING FOSTER'S METHOD OF TRACING. REDUCED TO ONE-HALF THE LENGTH OF FULL SIZE COPIES IN "FOSTER'S ELEMENTARY COPY-BOOKS." Nos. 2 AND 3.

The copies in No. 2 are coarse hand, the short letters are three-quarters of an inch in height in the earliest editions and reduced to nine-sixteenth in the later ones. The first page is a combination of the letter *i* or *u* extending across the page without a break.

In the tracing the skeleton of the straight part of the letter is given, and the pupil is left to form the turn without the tracing line. On the third page midway between the three-quarter inch space are drawn five parallel lines less than one-sixteenth of an inch apart, these lines are broken when the lines should pass through. On the eighth page a complete skeleton of the letter is given, which the pupil is expected to fill with ink.

In No. 3 the pupil is expected to form his letters by passing through the opening in the lines as described above for the third page of No. 2. In the edition copyright 1841 the following quotation from Locke appears on the title-page:

"The way to teach a child to write without much trouble is to engrave a plate in large characters and let several pages be printed in *red*, which he is to go over with a pen and black ink. This will quickly enable him to form those characters. He must then exercise on fair paper. In this way he may easily be taught to write."

No. 4 of this edition has the copy in first half of the book to be followed by the main lines of the copy to be traced, and the curves to be formed independently by the pupil. The only instruction in this book is this note:

"N. B.—In all cases the penciled exercises and head lines are to be written over by the learner, care being taken to hold the pen so that both sides of the nib may have equal stress upon the paper."

In the edition copyright 1852 the title is changed from "Foster's Elemetary Copy-books" to "Foster's Penciled Copy-books." No description is given of the books and no instruction. The following quotation from Locke on the title-page seems to indicate his faith in tracing, although not so explicit as the statement from the same author (Locke) in the earlier books:

"The method of teaching anything to children or to any one else is by REPEATED practice, and the SAME ACTION done over and over again until they have got the HABIT of doing it well; a method combining so many advantages, which every way you consider it, that I cannot but wonder it can possibly be so much neglected."

2. The American System. Philadelphia: Geo. J. Becker. Copyright 1842.

The No. 1 is printed in large blue skeleton letters five-eighths of an inch high. It so much represents the first illustration of Foster's that it is not worth while to reproduce it here. The following are the instructions for No. 1:

"No. 1 contains exercises on the straight stroke, the top and bottom turns which are made to represent penciled letters for the purpose of having the pupils go over them at first carefully, in order to get the proper slope and shape of large hand."

"When they can be made tolerably correct the pupil should endeavor to make them faster and increase the expedition with which he writes as much as consistent with correctness of form."

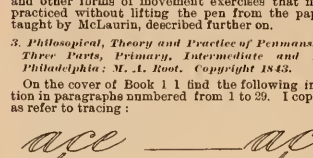
In the edition of 1856 he seems to have experienced a change of heart, and says in his revised No. 1:

"Being convinced that the usual plans pursued are incorrect, he has been induced to revise his former series and prefix to it a course of manual or preparatory exercises."

All tracing is omitted except such as applies to ovals and other forms of movement exercises that may be practiced without lifting the pen from the paper, as taught by McLaurin, described further on.

3. Philosopical, Theory and Practice of Penmanship, in Three Parts, Primary, Intermediate and Final. Philadelphia: M. A. Root. Copyright 1843.

On the cover of Book 1 I find the following instruction in paragraphs numbered from 1 to 29. I copy such as refer to tracing:



FROM ROOT'S PRIMARY BOOK No. 2. SAME SIZE AS ORIGINAL. THIS SECTION REPEATED FILLS THE ENTIRE PAGE. THE ORIGINAL IS PRINTED IN LIGHT BLUE.

"(4) The pupil commences learning the letters by tracing or following and filling up the most simple elements or parts in skeleton (open letters) with a pencil or pen. (7) After having filled the page by tracing and imitating with a pencil as above directed, the pupil is permitted to use pen and ink and trace and imitate or write the same page again in horizontal lines. (10) The open letters or tracing copies extend through the first three books, occupying sixteen pages in each book. (11) There are twelve pages of open short letters, and three letters on each of these pages form four columns, each column comprises four letters, each letter is repeated six times, thus every letter of the alphabet is both traced and written 144 times. (12) There are two pages of short open words . . . both traced and imitated 32 times. (13) There are twelve pages of open long letters . . . traced and imitated 144 times. (14) There are fourteen pages of open capitals . . . traced and imitated in analogous order 240 times. (25) Every page of the first as well as part of every page of the second number of Primary Books which are both traced and imitated, and all of the pages through the whole set having copies that are traced and crossed with exercises . . . the object of which is to confirm the correct position as well as to give the pupil a free use of the hand and pen. (29) And thus, too, while an accurate conception of the forms of the letters is impressed upon the mind the muscles of the hands and fingers employed are thoroughly disciplined and made perfectly obedient to the will."

All the copies in the books for tracing in this series are printed in blue in skeleton or outline letters.

(To be continued.)

The Fair Will Case.

How a Grab for Millions was Thwarted by the Inerrant Evidence of Handwriting Characteristics.

The New York *Herald* in a recent issue published a long illustrated interview with Mr. Daniel T. Ames, editor of THE PENMAN'S ART JOURNAL, relating to the Fair will contest at San Francisco, on which Mr. Ames was engaged as an expert handwriting witness for several months. This interview has been reproduced in a number of leading papers in various sections. THE JOURNAL presents the same herewith, with some amplification of the technical details and a few added illustrations.

Obstacles in the Forger's Path.

There are three insuperable obstacles in the way of a forger's success. One is the impossibility of his avoiding all the innumerable personal, unconscious and habitual characteristics in his own handwriting; another the impossibility of recognizing and following perfectly the habitual characteristics existing in the writing he seeks to copy, and the third the difficulty of compelling the hand to follow the eye in making what is intended for an exact copy of the writing to be imitated. The force of this will be obvious when one considers that in the alphabet there are 52 letters, large and small, and that each is susceptible of assuming a variety of forms constantly varying in relationships, style and proportions, as well as shades. The almost illimitable number of variations that each letter even is capable of assuming will show how utterly impossible it is for one handwriting to be made to duplicate all the varied intricacies of another.

Moreover, in addition to the variations in the formation of the letters, one who has made a study of handwriting knows that movement constitutes another important characteristic. Forearm movement is acquired with difficulty; finger movement is the one of which a learner first and naturally avails himself. The finer finger movement is a slow, formal and drawing motion, and gives a set, formal handwriting, while the forearm movement gives great facility and a free, flowing and rapid style. It is also much more difficult of imitation than finger movement. While the forearm movement writer may imitate the finger movement writer, the finger movement writer can by no means reach the grace of the forearm writer. With a specimen of two handwritings before him, the one genuine, the other forged, the expert can trace the path of a wild animal through the woods.

The Disputed Papers.

Perhaps the most remarkable case that has ever come under the notice of the handwriting expert is the Fair will case, which was lately decided against Mrs. Craven, who sought to have declared genuine a forged will and other documents that arranged for the distribution of twenty millions of dollars. The task of making plain the whole plan of the forger's work was never more palpable to an expert than in this remarkable will case. The person who wrote the will that purported to have been written by Millionaire Fair, and forged his signature, was minutely particular in certain ways, but from ignorance of the fine points of handwriting imitation referred to above, and perhaps from lack of adequate skill, the work as a whole scarcely reached the dignity of a respectable forgery.

A section of the forged will and a portion of the genuine document written by Mr. Fair are here reproduced in duplicate. At first glance they might seem to be written by the same hand. Are they? Let us glance at a few of the most important of the five hundred or so tell-tale breaks and retouches in the forged document.

Combination Word-Building.

To begin with, the forger appeared to have a hard row to hoe when certain words and combinations of letters were required to be written that are not usual to compositions, and which would not be likely to be presented in such copy of the genuine writing as he might have before him. He would be forced, for instance, to make up such words as would occur in a will, as *bequeath, equally, share, executors*, etc., by selecting from his copy, letters and syllables and combining them to make the required word. When the word *former*, in line three of the forged will, was written the forger had a walk-over so far as the first three letters were concerned, since the word *for* is a common one, and it was easy to find it in Fair's writing and reproduce it by tracing, the remainder of the word requiring to be made up, as we have said, by combining single letters. It can plainly be seen where the forger after copying the *for*, which is almost a perfect *facsimile* of Fair's writing, broke off and hunted up letters to go on with the word. The *mer* is not like Fair's writing at all, and any one can see that it does not harmonize with the first part of the word either in regard to the formation and joining of the letters or the spacing.

Struck a Snag on q.

The same snag was struck in writing the word *bequeath* on line four of the forgery. The *be* is an excellent copy of Fair's writing. Then the forger was stopped by the absence of a *q* to copy. Here is a beautiful instance of the impossibility of a forger doing his work successfully. He could not find a *q* in any of the Fair writing in his possession, so he just went ahead with an ordinary orthodox *q*, leaving in so doing the most damning evidence of his crooked work, for Fair, as it happened, made a peculiar *q*, and never varied from it. In the illustrations, in which this word *bequeath* in the forgery and the same word in Fair's handwriting are placed in juxtaposition, it will be seen that the forger made a bad failure in not being able to find a copy for the *q*. Leaving the strongly marked trail behind, however, he next went on to finish the word, copying the letters *u, e, a* and *th* with so much care that he found it necessary to take the pencil off the paper after making each letter of the syllable—something that Fair was never guilty of. He did, however, have the kindness to copy Fair's letters with great care, thereby making his orthodox *q* stand out all the more prominently.

In line seven of the will the word *bequeath* is repeated with almost the same peculiar relationships as to the base lines and the disconnection and apportionment of the letters. Again the word occurs in line ten, where it is still more unlike Fair's handwriting in its spacing, in its breaks, and in its relationship to the base line, and so akin to the word in line seven as to suggest that probably the forger, having once succeeded in making the word, had repeated it by tracing rather than go to the trouble of manufacturing another word.

The word *equally* is also an interesting study. By looking at this word as it appears on line six of the forged will it will be seen that there is a break between the *e* and the *q*, and an unusual spacing from the *l* to the *y* in the final syllable.

These examples of the clumsy work might be continued indefinitely, but it will be sufficient to call attention to one more instance. Take the word *this* in line two of the will. It will be observed that the capital *T* is continuous with the *h*, the conspicuous shade being made by retouching; that between the *h* and the *i* there is a rest and a splice of the connecting line, and also a line separated at the base of the *i* as it turns to con-

DANIEL T. AMES.

From *The Banking Law Journal*, New York, October, 1897.

FROM THE FORGED WILL.

bequeath
bequeath
bequeath
bequeath

FAIR'S GENUINE WRITING.

bequest
bequest
quite

THE FIRST LINE FOLLOWING SHOWS WORDS WRITTEN BY FAIR. THE SECOND LINE SHOWS THE SAME WORDS AS THEY APPEAR IN THE FORGED WILL.

Specimen Retouches in Will.

Theresa A Fair
Theresa A. Fair

THE FIRST OF THE TWO NAMES ABOVE IS FROM THE FORGED WILL. THE OTHER WAS WRITTEN BY FAIR.

Genuine Signatures of Fair

James G Fair
James G Fair
James G Fair
James G Fair

THE FOLLOWING ARE THE SIGNATURES TO THE SEVERAL FORGED INSTRUMENTS.

Signature to Will

James G Fair

Mission Street Deed

James G Fair

Pine Street Deed

James G Fair

Republication Letter

James G Fair

NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, NOVEMBER, 1897.
NEWS EDITION.—$1 A YEAR.

MIRROR OF THE PROFESSION. NEWS, VIEWS AND REVIEWS.

SCHOOL AND PERSONAL.

LAST month THE JOURNAL published an invitation to commercial school proprietors to send word as to how they find business this year as compared with last year and the year before. A large number of responses have been received, and the general tone of the letters is very encouraging. There are exceptions, but they relate chiefly to schools in those sections that are depressed temporarily by local causes. In the extreme South many schools have suffered severely from the yellow fever outbreak and consequent quarantine; but reports from even these generally indicate a hopeful outlook, now that the end of the scourge is in sight. From some other detached places come unfavorable reports on account of local business stagnation caused by strikes, crop failures, etc. There is no doubt that all in all the business of the commercial schools is now better than it has been since '94, and all signs point to still brighter prospects. We give herewith some extracts from letters received. It is quite likely in a large correspondence that many such expressions have been overlooked, and THE JOURNAL will be glad to have the writers of such letters call its attention to any oversight. Also, it is more than likely that many more reports will be sent in, and THE JOURNAL will be glad to receive them and record any favorable news that they may contain.

Eastern and Middle States.

We started this year with a gain of membership over all preceding years. Prospects excellent.—C. A. & F. H. Burdett, Burdett's Coll., Boston.——I find business improved over the past three years. I think the schools that have survived the depression may consider that the worst is over and that better times await them.—C. E. Comer, Comer's C. C., Boston.——Business shows a decided improvement over last year and is in all very satisfactory.—J. F. Moour, B. & S. Com'l Sch., Boston.——Attendance at day school fully double that of last year.—E. N Henninger, Taunton, Mass., B. C.——Best enrollment in our history.—Geo. P Lord, Salem, Mass, C C.;——We have a very satisfactory attendance.—T. B Stowell, B. & S. B C., Providence, R. I.——Attendance at least 15 per cent. larger now than a year ago —E. M Huntsinger, Huntsinger's Coll, Hartford.——Our business shows a decided improvement.—E. H. Morse, Hartford, B. C.——Business much better than last year.—W. I. Monroe, Monroe's B. C., Waterbury, Conn ——We have a third larger attendance than at any time last year.—H. C. Post, Waterbury, Conn., B. U. Business very encouraging.—S. McVeigh, Biddeford, Me., B. C.

Eastman's is about 40 per cent. ahead of last year. Our New York school also shows an increase.—C. C. Gaines, Poughkeepsie, N. Y.——Fifty per cent. ahead of last year.—C. B. Hall, Spencerian B C., Yonkers. N. Y.——School larger and business better than ever before.—H F. Crumb, Auburn, N. Y., B. C ——Our attendance is 25 per cent. above the largest registration we have ever had at any one time—Jamestown, N. Y, B. C ——I find a great improvement over last year.—R E L. Reynolds, Reynold's Bus. Sch., Amsterdam, N. Y.——The business outlook is much better than it was last year this time.—Robt. E. Hadden, Geneva. N Y., Com'l Sch.——Our school is more prosperous than last year. We are well pleased with the outlook —Rochester Bus Inst.——School is larger than at any time since '89.—W. H. Halicy, Flower City, Bus. Training Sch, Rochester, N. Y.——Business is better than it was at this time last year.—C. E. Willard, Hornellsville, N Y., Bus. Sch.

Our school is eminently successful in the number of students in attendance.—C. T. Miller, New Jersey B. C, Newark, N. J.——School much larger than last year.—Coleman's B. C.. Newark, N J.——Day school one month in advance of last year; evening school two months in advance—W. E. Drake, Jersey City B. C —— Business much bettor than last year.—A. Hartkorn, Jr., Passaic, N. J., B. C.——School business picking up in good shape.—A. H. Davenport, Newton, N. J., B. C.——Business much better than we found it last year.—J. M. Wade, Lancaster, Pa., B. C.——Enrollment larger and indications more promising than last year.—G. W. Snavely, Juniata B. C., Huntingdon, Pa.——Business very satisfactory. We have almost an even 400 students in attendance.—A. R. Whitmore, Scranton, Pa., B. C.——Business improving and outlook very encouraging.—Smith B. C., Meadville, Pa.——Outlook for school attendance much better than for the past two years. Enrollment 60 per cent. ahead of last year.—J. M. Glazier, Erie, Pa., B. C.——Our attendance shows an increase over last year.—M. A. Cooner, Meadville, Pa., C. C. ——Our business is constantly increasing—has doubled in two years.—J. C. Shumberger, Sch. of Com., Harrisburg, Pa.——We are about 20 per cent. ahead of what we were last year.—T. H. McCool, Spencerian B C., Philadelphia.——Our attendance is large and prospects the brightest.—J. G. Gerberich, Lebanon, Pa., B. C.

We are running a larger school this year than last.—W. J. Solly, Peirce School, Philadelphia.

Our attendance is larger than ever before in the history of the school at this season of the year.—W. H. Sadler, Sadler's B. C., Baltimore.

Middle West.

I find a great improvement in business for the past few months.—M. H Davis, Davis B. C., Toledo, O.——Business shows a big improvement over last year.—J. W. Sharp, Ohio B. C., Mansfeld. O.——Present indications point to an increase of 25 per cent. in our business over the past few years.—R. R. Shafer, Com'l Dept., Normal Univ.. Fayette. O ——The business so far this season is 20 per cent. more than last year.—H. B Parsons, Parson's B. C., Columbus, O.——Business better than for several years.—Nelson's B. C., Springfield, O.——Attendance this fall the best in the school's history.—Homer O. Warren, Ashtabula. Ohio, B. C.——Our work is looking up very perceptibly over last year.—Emilie B. Saumenig, Zanesville, O.——Business seems to be growing better.—G. W. Moothart, Normal Univ., Portsmouth, O.——Business shows a marked improvement. We did as much business in Sept. and Oct. as in the whole of the year '96.—Louis Traub's B. C., Cincinnati ——School is in a better condition than ever before.—G. Bixler, Bixler's B. C., Wooster, O.——Our receipts this Fall almost double those of last Fall.—W. H. Matthews, Salem, O., B. C.——We have increased attendance nearly fourfold over any other year.—L. L Hudson, Com'l Dept., Ohio Wesleyan Univ., Delaware, O.——Our school is having a rapid and we believe healthy growth. October's attendance doubles last October's.—Berkey & Dyke's Private Sch., Cleveland, O.——Our enrollment shows a gain of nearly 100 per cent. over last Fall's.—W. J. McCarthy, Com'l Dept., Scio, O., Coll.——Prosperity so long looked for is here. Enrollment 50 per cent. better than last year and the year before.—T. W. Bookmyer, Sandusky, O., B. C.——We have a large attendance and no reason for complaint.—H. T. Loomis, Spencerian B. C., Cleveland, O.——The tidal wave of prosperity has reached this institution. Enrollment is three months ahead of last year. At the present rate the year's attendance will show an increase of 75 per cent.—C. M. Bartlett, Bartlett C. C., Cincinnati, O.

There is a decided improvement in business in this section. —F. L. Lewis, Coshocton, O., C. C..

We opened the year's work with an attendance double that of last year.—N. L. Richmond, Kankakee, Ill., B C.——Our enrollment is one-third more than last year at this time—W. H. Callow, Elgin, Ill., B. C.——We find business much improved —Elmer C. Griffith, Beloit Coll., Warren, Ill.——We doubled our enrollment in the past year and expect to double it again by mid-winter.—Wick Anderson, Union B. C., Quincy, Ill.——Prospects brighter now than they have been. —A. L. Clair, Mt. Morris, Ill.. B. C.——The state of business is very encouraging.—L. G. Crosby, Elgin Academy, Elgin, Ill.——We have about one-third more students than at the same time last year.—J. C. Jacobs, Rock Island. Ill., B U.——Our business department has an increased attendance and is doing nicely.—A. C. Gegenheimer, N. W. Coll., Naperville,

IN TOUCH WITH THE PROFESSION.

"The Journal" not infrequently prints more Fresh News relating to the profession it represents in a single issue than any other paper does in a year. Some appreciate enterprise, others are indifferent.

No greater compliment was ever paid a class paper than is embodied in the fact that thousands of school proprietors and teachers, while giving their pupils the benefit of the reduced clubbing rates, have their own subs. entered on our Professional List (News Edition) at the full price of $1 a year.

Ill ——We have a larger attendance than for two years past. Prospects bettor than at any time at this stage of the game within the past four years.—D. L. Musselman, Gem City B. C., Quincy, Ill.——Attendance is much better than in any preceding year at this time.—A. C. Gondring, Chicago B. C.

School is booming, although but six weeks old. The enrollment is 160.—J. E. Gustus, Gustus Sch. of Bus., Moline, Ill.

We have 40 per cent. more pupils than at this time last year. Prospects bright for the biggest year we have ever had.—J. M. Mehan, C. C. C. C., Des Moines, Ia.——We have more than double the number of students we had last year at this time. —C. C. Rearick, Highland Park Nor. Coll., Des Moines.——We have a large attendance with better prospects than ever. —E. L. Miller, Simpson Bus Sch., Indianola, Ia.——Our Fall term shows a very marked business improvement.—J. M. Hussey, Western Nor. Coll., Shenandoah, Ia.——My attendance and receipts for the month of October were fully four times those of October a year ago.—H. M. Little, Keokuk, Ia., B. C.——Our attendance is better than at the same time last year and present prospects indicate an early increase of 100 per cent.—L. C. Rusmisel, Com'l Dept, Denison, Ia., Nor. Sch.——The outlook for this year is decidedly in advance of last year's.—B. A. O'Mealy, Nor. & Bus. Inst, Spencer, Ia.

Compared with this time last year our three named departments increased as follows: Telegraphy. 50 per cent.; commercial. 30 per cent.; shorthand, 100 per cent.—A. C. Jennings. Iowa B. C., Des Moines, Ia.

School rapidly filling, collections better. more calls for students to take good positions, and we feel much encouraged over the prospects.—O. E. Fulghum, Richmond, Ind., B. C. ——We are pleased to report a good increase in our business over the past few year.—D. B. Gilbert, Southern Ind. Nor. Coll., Mitchell, Ind.

Business fully 50 per cent ahead of this time last year.—E. J. Wright, B. & S. B. C., Louisville, Ky.——Times are much improved over last year. Students come more readily and money is more plentiful.—J. E. Gardiner, Ellendale, Ky., C. C.——My business is much better than it was a year ago.—L. Cominger, American Counting Room, Louisville, Ky.——We find a decided improvement in business throughout our community and in our school.—Cherry Bros., Bowling Green, Ky., B. C.——School work has the best indications this year that we have experienced in five years.—Henry Coon, Nat'l B. C., Kansas City, Mo.——Our school is more prosperous than ever before.—Central Coll. of Bus. & Short., Kansas City, Mo.

We have nearly doubled our enrollment over that of last Fall.—H. L. Miller, Queen City B. C., Hastings, Neb.——Our attendance is just about twice as much as it was a year ago. School has never been in a more prospering condition.—Rohrbough Bros., Omaha, Neb, C. C.——Attendance 50 per cent. better than last Fall —S. B. Fahnestock, McPherson, Kan., Coll.——Our attendance is ahead of last year's.—F. S. Harroun, Kan. Nor. Coll., Ft. Scott, Kan.

Northwest.

The outlook is good. Signs of improvement in a general way are showing themselves in Montana.—H. T. Engelhorn, Helena, Mont, B. C.

The business in my school is nearly double during the past year.—W. F. Parson's, Parson's Coll, Kalamazoo, Mich ——We are well pleased with our opening this Fall. Prospects were never better.—F. W. Boles, New International B. C., Bay City, Mich ——School is doing finely; has an increased attendance of 25 per cent. over last year and 50 per cent. over two years ago.—J. B. Krug, Krug's B C, Battle Creek, Mich. ——We are much pleased with business, both present and prospective.—C. H Sage, Three Rivers, Mich. B. C.——50 per cent. increase over last year.—W. A. Stevenson, Fenton, Mich., Nor. Sch.——With regard to the business outlook, we have nothing to complain of and much to be thankful for.—P. R. Spencer, Detroit, Mich., B. U.

Business shows an advance of fully 35 per cent. over last year and is greater at this period of the year than in the previous history of the school.—Spencerian B C., Milwaukee, Wis ——Our business is increasing steadily—better this year than last —E. L. Casterton, Casterton C. C., Racine, Wis.

School larger than it has been for several years at this season. Prospects very promising.—N. W. Bus. Coll., Madison, Wis.

We have a good number of students in attendance and the number is increasing each week. The outlook is for better business than we have ever had.—R. A. Grant, Winona, Minn., C. C.——I note a very profitable improvement in business over the past few years.—W. H. Dinney, Little Falls, Minn., B. C.——School opened with good attendance and the number is steadily increasing.—F. H Vail, Com'l Dept., The Brock Sch., Wilder, Minn ——School opens with a bright outlook.—W. P. Canfield, Canfield Sch of Bus., Owatonna, Minn. ——We have a good attendance and no fault to find with the outlook.—J. P. Brandup, Mankato. Minn., C. C.——We are very happy to state that last year we had a larger attendance than in any previous year. and this year is starting even larger than last.—Rickard & Gruman, Minn. Sch. of Bus., Minneapolis.——The indications of a general improvement are unmistakable.—J. H. Hallstrom, N. W. Bus. Inst. Minneapolis, Minn.

South.

School is much better than at the corresponding season for several years past.—J. W. Giles, Piedmont Coll., Lynchburg, Va.——Our enrollment is the largest we have ever had this early in the Fall.—B. A. Davis, Jr. Va B C., Richmond, Va. ——School has doubled in size within a short while. We now have a large attendance and bright prospects.—Chas. E Eckerle, Nat'l B. C., Roanoke, Va.

Attendance never so large at this time of the year.—W B. Elliott, Capital City C C., Charleston, W. Va.——Prospects better than for two years previous —W. A. Ripley, Huntington, W. Va., B. C.

Up to the time of the yellow fever outbreak in Memphis there was a noticeable improvement in attendance. The type of the fever is not malignant and the outlook is good.—W. T Watson, Watson's B. C. Memphis, Tenn.

We have the largest attendance in the history of the Institute.—J. A. & M. H. Holt, Oak Ridge. N. C. Inst

Our Summer and Fall business has been 20 per cent. more than it was last year.—J E. Fuller. Atlanta Ga. B C.

Prospects are better than for years.—L. B. Sullivan, Huntsville. Ala., B C.

Our commercial department is larger than it has ever been at this time of the year.—A A. Kuhl, Jasper, Fla. Nor. Inst. ——Prospects are brighter now than they have been for some time.—B. B. Euston, Tampa, Fla., B U.——School has opened up well.—R. N. Hadley, Com'l Dept., Florida State Coll, Lake City, Fla.——Present attendance 25 per cent. in advance of last Fall.—C. O. Meux, Meux's B. C.. Pensacola, Fla ——Business much better than in the past few years.—H. F. Cook, De Funiak Springs, Fla.——We are greatly pleased with school opening this Fall.—W. W. Fry, Com'l Dept., Jno. B. Stetson Univ., DeLand, Fla.

The business outlook is very promising.—B. H. Parrish, Ouachita B. C., Arkadelphia, Ark.

Our attendance shows a marked increase over '95 and '96.—Lowrey & Berry. Blue Mountain. Miss., Coll.

When a commercial school is full of students it is generally supposed to be in pretty good shape. Ours is full.—A. C. Easley, Add-Ran Univ., Waco. Texas ——Prospects the brightest in the history of the school.—J. F. Smith. Galveston, Texas, B. U.——The yellow fever scare and quarantine acted as a check on very good business, but the prospects are now for a fine enrollment.—Edw. Toby. Jr., Practical B. C., Waco, Texas.

The Far West and Pacific Slope.

Our school is growing very rapidly.—W. T. Parks, Modern Sch. of Bus., Denver, Colo.

School prospects are brighter than they were a year ago.—G. W. Dix. Capital City B. C.. Salt Lake City, Utah.——This year is opening up very satisfactory—better we think than ever before —N. B. Johnston, Salt Lake, Utah, B C.

Prosperity is with us.—F. O. Gardiner, Stockton, Cal, B. C. ——Attendance is one-third better than that of any previous year at this time.—R. L Bisby. Orange Co. B C., Santa Ana, Cal.——Business is better than for several years —C. E. Webber. Garden City B. C., San Jose, Cal ——The business outlook is very encouraging.—C. E. Howard, San Francisco, Cal., B. C.

School attendance is increased over last year. Business generally has a better outlook —W. F. Ayers, Ayers' Stenographic Inst., San Francisco.——Business better this Fall than at any time during the past three years. The outlook is promising.—E. C. Atkinson, Atkinson's B. C., Sacramento, Cal.

School in a flourishing condition. Prospects never so good. —T. W. Myers, Com'l Dept., State Normal Sch., Ashland, Ore.

The editor of THE JOURNAL while on the Pacific Slope during the Summer and early Fall visited a number of commercial schools, including Heald's B. C., San Francisco; Aydelotte's and Willis's B. C's at Oakland. the Garden City and San Jose B. C.'s at San Jose, and the Los Angeles and Woodbury B C.'s at Los Angeles. Although these visits were at the dullest time of the year. there were not wanting evidences that the clouds of business depression are lifting on the Pacific Slope, as in other parts of the country.

Canada.

Our attendance at the present time is considerably ahead of that of a year ago.—W J. Elliott, Central B C. Stratford, Ontario ——The outlook of this school is very bright indeed. —A. M. Grimes, Capital City B. C., Ottawa, Ontario ——We are pleased to be able to report a marked increase in attendance over any year for the past four years.—Robinson & Johnson, Ontario B. C., Belleville, Ontario.

What the Text-Book Publishers Say.

Letters recently received by THE JOURNAL from publishers of commercial text-books and dealers in commercial school

supplies indicate that there is no doubt as to the improved condition of business in this line. These people have better opportunities of judging than anyone else. Those who have written us within the past month to the above effect are: Williams & Rogers, Practical Text-Book Co., W. H. Sadler, Isaac Pitman & Sons, H. M. Termin, O. M. Powers. Mr. Powers expresses the opinion that "The country schools throughout the West are feeling the return of prosperity more markedly than the schools in large cities. This perhaps is the result of good crops with better prices. This cannot help reaching all classes of schools in the end."

Movements of the Teachers.

—A. B. Furner, who was for some time engaged in commercial school work at Sing Sing, N. Y., has been chosen principal of the business department of Genessee Wesleyan Seminary, Lima, N. Y. He succeeds C. E. Welton, who resigned to take up the study of medicine. ——H. J. Yocum goes from Haysville, O., to teach at Bixler's B. C., Wooster, O.——Simon F. Eckel of Erie, Pa., a Zanerian, has joined the faculty of the Huntington, Ind., B. U.——The Winnipeg, Manitoba, B. C., has added to its force of teachers Harry Keist of Galesville, Wis.——J. L. Hayward goes from Vinton, Ia., to Northampton, Mass., B. C.——W. P. Kugler, for a number of years associated with A. J. Rider in the Trenton, N. J., B. C., has severed his connection with that school to become manager of the Lambertville, N. J., Spoke and Wheel Mfg. Co.——F. B. Moore of the Indianapolis B. U. joins the teaching force of Mr. Rider's school. Mr. Moore's old place at Indianapolis is filled by W. W. Merriman of Bowling Green, Ky.——David E. Henry is in charge of shorthand and typewriting at the Capital City B. C., Ottawa, Ontario.——R. B. Seymour and E. M. Williams have joined the teaching force of the Gutchess Coll. of Bus., Detroit.——J. Jordan has charge of bookkeeping and penmanship in the Scranton, Pa., High School. The shorthand department is presided over by Miss Kathryn Haggerty.——A. L. Tidd has given up his place as commercial teacher at Jennings Seminary to become Dean of the Aurora, Ill., Law Sch.

—F. T. McEvoy, an experienced commercial teacher, has been chosen principal of the graded schools at Duke Center, Pa.——E. V. Chase has resigned as penman of the Empire B. C., Walla Walla, Wash., and is succeeded by H. H. Adams.——C. J. Arguright leaves the Woodbine, Ia., Nor. Sch., to accept a business position with the Ellis Pub. Co., Battle Creek, Mich. The school vacancy has been filled by the selection of Mr. Evans of Pasadena, Cal.——H. C. Spencer is teaching in the evening High School, Providence, R. I.——Miss Sallie S. Ream of the Lebanon, Pa., B. C., has accepted a place as head of the shorthand department of Columbia B. C., Norfolk, Va.——C. E. Conarroe of Chicago has been elected principal of the business department of the Atlanta, Ga., B. C.——D. W. Crist has charge of penmanship at Bridgewater, Va., Coll.——Paul A. Steele gives up his place at the Spencerian B. C., Washington, and will handle penmanship and bookkeeping in the public schools of that city.——Chas. C. Price, an experienced school man, has connected himself with the Pawtucket, R. I., B. C.——W. L. Smith, who has been teaching penmanship during the Summer in the delightful mountain district of North Carolina, has settled down for the Winter in Asheville, where he has charge of the Y. M. C. A. penmanship classes. He will also teach at Biltmore, the beautiful suburban village noted for the location of the Geo. W. Vanderbilt mansion.—— B. A. O'Meally has accepted a position at Young's Nor. & Bus. Inst., Spencer, Ia.

School Changes.

— The Flower City B. C., Geneva, N. Y., has gone out of business. Its old quarters are occupied by the Geneva Short. and Com'l Sch.——Hill and Huxley, experienced commercial teachers, recently established the Cal. Com'l Coll., at Sacramento.——The Fall River, Mass., Sch of Bus. & Short. began business on Aug. 30. On Oct. 9 it reported an enrollment of nearly one hundred. R. J. Shoemaker and C. S. Clark are the proprietors.——A. A. Burr, who has been teaching at the Gloverville, N. Y., B. C., for the past three years, is now a joint owner of that school with U. G. Patterson.——Baldwin & Newell is the name of the firm at the head of the Baldwin Sch. of Bus., Lockport, N. Y.——The school known as Wood's B. C., Carbondale, has closed its doors. The latest owners reported to us by F. E. Wood were Little & Sprung.——The failure is reported of the Bus. Sch. at Oneonta, N. Y. This school was established a short time since by H. J. McShea, who was with G. W. Williams at Little Falls, N. Y., and other places. Wm. H. Ludwig, a young man, was engaged to teach and couldn't get his salary. The school was finally unloaded on him, according to the report that he makes us, and, having no money, of course the usual—pop!——T. J. Sullivan has opened the Athol, Mass., Com'l Sch. For a short time he taught at the Childs' B. C. in the same city.——J. B. Mack has sold the Nashua, N. H., B. C., to A. D. Mack, and removed to Concord.—— The Messrs. Holaday changed their minds about opening a business school at Englewood, N. J.——B. W. Geisinger of the Spartansburg Com'l Sch. is preparing to open a similar school at Charleston, S. C.——The Metro. Sch. of Bus., Main St., Buffalo, is a new one on our list. L. V. Stevens is at the head of it and R. W. Ballentine is one of the teachers.——Harrington's B. C., Waterbury, Conn., has been bought by C. B. & H. C. Post, and the name changed to the Waterbury Bus. Univ.——W. B. Joiner has bought out the interest of his late partner, Mr. Thomas, in the Joplin, Mo., B. C.——The business college at Hayesville, which was in charge of H. J. Yocum, has been closed.——Miss Clara Beeson, an experienced teacher of the Eclectic shorthand, has purchased a half interest in the Salem, O., B. C. The other interest is owned by W. H. Matthews.——E. A. Dickey, late in charge of the Williamsport, Pa., C. C., has become associated with W. L. Blackman in the ownership of the Allentown, Pa., B. C.—a school that has been established for nearly thirty years.——L. V. Patterson has sold his Bus. Inst. at Racine, Wis., to the Y. M. C. A.

General.

— Recent visitors at THE JOURNAL office: C. O. Thompson, penman, Spencerian Bus. Inst., Newburg, N. Y.; Frank L. Bickmore, Trenton, N. J., B. C.; F. J. Klock, Ingham's Mills, N. Y.; E. H. Morse, Hartford, Conn., B. C.; B. F. Willson, Heffley Sch. of Com., N. Y.; J. D. Veach, Glens Falls, N. Y., Bus. Sch.; J. A. Dakin, Dakin's B. C., Syracuse, N. Y.; C. E. Beer, New York.

— The Washington, D. C., *Times* for October has a very complimentary write-up of Paul A. Steele, who has charge of bookkeeping and penmanship in the High School.

— The graduating exercises of Drake's B. C., Jersey City, were held Oct. 4. Gov. Griggs of New Jersey and Rev. Dr. J. M. Buckley were the speakers.

— H. J. Williamson, proprietor of the Mobile, Ala., B. C., has been in hard luck lately. He had to suspend school on account of yellow fever, and was himself prostrated by the fever almost to the point of death. Four years ago at Pensacola he suffered great loss from the same cause. Having been through the fire, we sincerely trust that he will find better times ahead.

— The Ontario B. C., Belleville, claims to have a wider attendance than any other business school in America. This is certainly a broad claim. But when one turns the leaves of the school catalogue one finds students entered from such distant points as British Guiana, Barbadoes, St. Kitts, Grenada, Bermuda, Nova Scotia, New Brunswick, Quebec, etc. (Eastman will have to hump herself for her next commencement invitation.) The school is in its thirtieth year and has had the same principals for twenty years—W. B. Robinson and J. W. Johnson. Mr. Johnson is Mayor of Belleville.

E. P. HEALD.

—Edgar L. Hewett, one of the strong young men of our profession, has been elected president of the State Nor. Sch. of New Mexico, located at Las Vegas.

— From a document recently received we judge that the rooms of the Casterton C. C., Racine, Wis., are very handsomely fitted.

— The Mill Hall, Pa., *Times* prints a portrait and sketch of Newton Wanger, principal of the Lockhaven, Pa., B. C., and gives him high praise. Mr. Wanger also has a reputation as a public speaker and preacher.

— The commencement exercises of Meux's B. C., Pensacola, Fla., were held Oct. 15. The event was appropriately celebrated.

— Our old friend, L. W. Hallett, for the past eleven years the able head of the Elmira, N. Y., Sch. of Com. penmanship department, has been obliged to resign his place on account of a severe bronchial trouble. Mr. Hallett has been in the harness for thirty years, and has a national reputation as pen artist and teacher. Hundreds of friends and former students will regret to learn of his retirement and join us in the hope that it will be only temporary.

Fresh School Literature.

— An unusually large and handsome catalogue, printed in colors on heavy plate paper and illustrated on every page, comes to us from the Hartford, Conn., B. C.

— The B. & S. B. C., Louisville, puts out a handsome booklet embodying testimonials from its graduates who are in responsible business positions. A large number of portraits are used in illustrating the work.

— The Pen Art department of N. I. Nor. Coll., Dixon, Ill., has issued an art souvenir elaborately illustrated with every class of pen work by students of the school; also with plates by L. M. Kelchner, the very accomplished head of the department.

— We find a number of attractive plates quite out of the ordinary catalogue method in the latest prospectus of the Union B. C., Bridgeport, Conn.

— An expensively made and attractive catalogue comes from the National B. C., Roanoke, Va.

— Superintendent of the commercial department, G. P. Eckels, sends us a copy of the neat, business-like prospectus issued by Duquesne Coll., Pittsburgh.

— A batch of attractive school circulars, including recent prospectus, has been received from Rickard & Gruman, Minn. Sch. of Bus., Minneapolis.

— Krug's B. C., Battle Creek, Mich., is represented by a well printed and illustrated prospectus.

— The same may be said of catalogues received from Ohio Wesleyan Sch. of Bus., Delaware, O.; Watertown, S. D., Com'l Coll.; Chillicothe, Mo., Nor. & Bus. Coll.; Ft. Smith, Ark., Com'l Coll.; Ontario B. C., Belleville.

—Perhaps the most novel and novelty of the season, and one of the most attractive, is the new catalogue of the Galveston B. U. This comes to us bound in flexible leather and presents a very beautiful and artistic appearance, outside and in. The printing is in various colors, the monogram G. B. U. running through every page as a background cut.

—Bright, fresh looking catalogues sparkling with illustrations have been received from the Waterbury, Conn., B. U.; N. W. B. C., Madison, Wis.; Erie, Pa., B. U.

— Some schools use pictures sparingly, if at all, preferring to devote the space to a plain presentation of the school's claims. We have received a number of catalogues of this class, the following schools being represented: Southern Ind. Nor. Coll., Mitchell, Ind.; National Nor. Univ., Lebanon, O.; Little Falls, Minn., B. C.; Cooper Coll., Moundsville, Mo.; Shorthand Correspondence Coll., Donaldson, Pa.; Blue Mountain, Miss., Female Coll.; Pernin Shorthand Sch., Boston; Inter-Mountain B. C., Ogden, Utah; Browne's Short. & Com'l Coll., Youngstown, O.

— We have noticed a marked tendency recently on the part of business schools to issue "pony" catalogues—something that will drop easily into a No. 6 envelope or into the vest pocket. Many schools issue these as supplementary to the main catalogue. Still others say all they have to say in the small ones, which may vary from a four-page folder to a booklet of 50 pages. This small catalogue idea seems to us to be a good one. While the use of large cuts is precluded, it gives ample opportunity for dainty and delicate treatment. The fact is that the old-time portrait cut the size of a pocket handkerchief, or interior view cut on the same scale, is passing away. A little picture answers the same purpose and is more in keeping with the condensed conditions of modern business. To be sure there are kinds of illustrations that require more ample treatment, but the little vest pocket "pony" will usually meet all purposes. We acknowledge receipt of literature of this class, varying from folders to detailed prospectuses, from the following schools: Sch. of Com., Harrisburg, Pa.; Anderson Sch. of Bus., Altoona, Pa.; Genesee Wesleyan Sem., Lima, N. Y.; Richmond, Ind., B. C.; Engelhorn B. C., Helena, Mont.; Barnes' B. C., St. Louis; Piedmont Coll., Richmond, Va.; American B. C., Allentown, Pa.; St. Paul, Minn., B. C.; Cleary B. C., Ypsilanti, Mich.; Allentown, Pa., B. C.

— A well illustrated four-page folder comes from Converse Coll., Spartanburg, S. C.

This is a specimen of my writing in my normal state.

Guy Oppelt Mason

This is a specimen of my writing when hypnotized

Guy Oppelt Mason

SEE ACCOMPANYING ARTICLE ON HYPNOTIZED HANDWRITING.

DETAIL FROM COVER OF CHURCH ENTERTAINMENT PROGRAMME.

— Other attractive folders have been received from Clinton, Ia., B. C.; Passaic, N. J., B. C.; Pontiac, Mich., B. C.; Geneva, N. Y., B. I.

— A. J. Tjarnell, superintendent of commercial branches in Y. M. C. A., Holyoke, Mass., forwards several tasty booklets. "Characteristics" in particular would well serve as model for a business school prospectus.

— New school journals not recently mentioned are the Peirce Sch. Alumni Journal, Philadelphia, with a handsome cover in colors; Normal School Journal, from Freeport, Ill., Coll. of Com.; National Normalite, from Lebanon, O., Nor. Univ.; Journal of Champaign, Ill., B. C.; The Com. Student, from the Va. B. C., Richmond, Va.; Dixon, Ill., B. C. Educator; Business Collegian, Shamokin, Pa., B. C.; College Exponent, Stockton, Cal., B. C.; California Educator, Los Angeles, Cal., B. C.; Modern Education, from Aurora, Ill., Coll.; Spokane, Wash., B. C. Journal; Huntington, Ind., B. C. Journal; Marion, Ind., B. C. Journal; Salt Lake, Utah, B. C. Journal; New Education, from the Union B. C., Quincy, Ill.; Salem, Mass., Com'l Sch. Budget; Baldwin's Advocate of Business Education, from the Baldwin Sch. of Bus., Lockport, N. Y.; College News, from the Spencerian B. C., Cleveland, O.

Periodicals.

— We are in receipt of the first number of the *Amateur Penman and Home Journal*, published at Milwaukee, Wis. Eugene P. Lecher is editor, and Arthur H. Kraus, 1721 Chestnut St., business manager. The little paper contains a variety of interesting matter, including some penmanship plates. We wish it success.

— *Rosenberger's Law Monthly*, 1021 Opera House Bldg., Chicago, is a new paper on our desk. We believe it is a successor to another paper somewhat on the same lines that Mr. Rosenberger published a year or two ago. We find much in the new journal to interest and instruct business teachers and business men. The leading current feature is "Lessons in Law for Home and Office Study."

— Our neighbor, *Art Education*, is out with a new cover that is both simple and artistic. Every student and teacher of drawing and admirer of art should be a reader of *Art Education*. Published by J. C. Witter Co., 76 Fifth Ave., New York.

Broadening Business College Work.

Electrical, Civil and Mining Engineering as Adjuncts to the Commercial Course.

During my long stay in San Francisco in connection with the late Craven-Fair forgery case I was a frequent visitor at Heald's Business College, and was much interested in the progressive development of that popular institution in all its departments; but I was more specifically interested in the extensive additions that it has made to the usual business college curriculum. The ordinary scope of business college work is almost exclusively commercial, but about three years ago Heald's made a unique departure by adding a department of Electrical Engineering, and the success that attended the experiment has since induced it to take another forward step by opening a department devoted to mining and civil engineering, surveying, metallurgy, assaying, navigation, etc.

First as to the Electrical Engineering Course: The department is fitted with all necessary instruments and appliances, from massive dynamos to fragile measuring instruments, and the instruction includes not only explanations of the principles of electrical science, as far as they are understood, but their application in practical construction. An extensive laboratory fitted with power, tools, etc., affords students the needed opportunities for mechanical work, and a great part of the apparatus used for demonstration in the department has been made by them. Armatures, dynamos, volt meters, ammeters, rheostats and other electrical contrivances in various stages of construction are to be observed on all sides, and the scene is a very busy one. The spacious rooms of the college afford students every opportunity for wiring, and a number are constantly engaged in making arc and incandescent light and power circuits. Telegraphy forms a portion of the course, it being considered advisable that every electrician should be able to send and receive a message. At the time of the writer's visit an electric car was under construction, demonstrating the features of electric railways.

The general course is so arranged that students can spend a portion of the day in any of the Commercial departments and the remainder in the Electrical. The time required to complete this latter depends necessarily upon how deeply the student desires to go into an almost illimitable subject, and especially on his mechanical aptitude and knowledge of mathematics. The work is mapped out in accordance with the learner's wishes in such a way as to fit him at the end of six months as a practical electrician, and if a longer course is taken with a larger knowledge in the same direction. At the end of six months the average student will understand the underlying principles of electricity; their practical application to lighting and power operations; the principles of the construction and operation of electric machinery, including electric measuring instruments; how to determine the size and cost of conductors for carrying currents, and the methods of determining losses in converting mechanical into electrical power, and *vice versa*. He will also be able to receive and send moderately in telegraphy, make fair mechanical drawings, have some knowledge of higher mathematics, and be able to construct and repair any ordinary piece of electric machinery.

Prof. Orion Brooks, who has charge of the department, has had twenty-five years' experience as an electrician, and is ably seconded in his work by Prof. John C. Hennings, who graduated from the University of California (Mining, Mechanical and Electric Engineering Department) in the class of '93. The department was opened as an experiment in 1894 and has been running for three years with a constantly increasing attendance. The number under instruction last summer was thirty-three. The majority of those who have acquired the necessary proficiency have readily secured employment.

The other department referred to was opened while I was in San Francisco, and is intended to give those who enter it either long or short courses (at the election of the student) in surveying, mining engineering (including assaying and blow pipe analysis), chemistry, metallurgy, navigation and kindred subjects. The courses both at Stanford's and the University of California extend over four years, but the management of Heald's rightly thought there were many who would learn one subject only or several, as they might deem advisable, for their special purpose. The work is so arranged, therefore, that civil engineering, mining engineering, chemistry, metallurgy, etc., or any of their subdivisions, can be taken separately. The student, for instance, who wishes to learn blow pipe analysis only can do so without going through the entire metallurgical course. This experiment, like the one in electrical engineering, was a decided success from the start. The department was opened under favorable auspices. The Klondike excitement was at its height, and quite a number of practical and prospective miners immediately enrolled for instruction in assaying and blow pipe analysis. Since then Professor Heald writes that the department has had a surprising growth and bids fair to become an important one.

I believe that Heald's is the first commercial school in the United States to recognize the importance of combining manual with mental culture, on the lines above indicated, and the success that has attended the venture is an object lesson for others. DANIEL T. AMES.

Open Court.

Here is a chance for the man with a grievance, or the man with a hobby, or the man with a sharp point to puncture some other man's hobby—just so he writes under his own responsible name, is not long-winded, and avoids personalities. THE JOURNAL *is not responsible for views expressed. Now fire away!*

That "Professor."

EDITOR OF THE JOURNAL:

In the September number of THE JOURNAL valuable space yields gracefully to an able defense of the much used and promiscuously accepted title, "Professor." When applied to an individual, it is difficult to determine whether he is a teacher in a regularly incorporated institution of learning, a wielder of the responsive pen, a foot-ball coach, patent medicine man, or a prize fighter. The article seems to be doing battle especially in behalf of professional teachers of penmanship; and says in part, "It is an instinctive principle of human nature in the rank and file of humanity to honor by a complimentary distinction those of their fellows whom they recognize as being superior in any vocation. . . . The superior merit which the great body of the people instinctively honor with a distinctive title is entitled to such distinction and is a well earned part of its capital." Now, if the professional teacher of penmanship is not one of the "rank and file" of humanity, then I do not know where "I'm at," for on reading the quoted lines I "instinctively" began to search for my "superior merit." But when the sad and cold realization dawned upon me that I had never been a duke, a congressman, or a president, I "instinctively" settled back in my dingy office chair, content with the thought that plain Mister is good enough for me, and that this title always attaches "Honor to him to whom honor is due."

The promiscuous and tutored American use of professor is a counterpart of a Continental count, duke and earl—an empty title to an empty head. It may possibly be a "satisfaction to an enthusiastic student" to address or speak of his teacher as professor, but it more frequently happens that it is a source of satisfaction to the ink-bespattered professor to be labeled with this coveted title.

Many of the best teachers of our universities prefer the plain title Mr. to that of professor; and certainly no greater compliment can be paid the chief executive of this, the greatest of nations, than the plain, gentlemanly and respectful title, Mr. William McKinley; or to the Grand Old Man of our sister nation, Mr. William E. Gladstone.

A teacher's right to the title of professor often comes from the same source in which the Frenchman finds his right to the title count, prince, or duke—simply selects the one which best suits his fancy, and then adopts it as his own. It is probable that the major part of the penmanship profession would rather be known as Mr. Zaner, Mr. Flickinger, etc., than to be dubbed professor.

The Encyclopædic Dictionary says of this title: "A person appointed in a university, college, etc., to deliver lectures and instruct the students in any particular branch of learning." The same authority further adds, "at Oxford, Cambridge and Dublin the instruction is given by the tutors of the several colleges, the lectures of the professors being only auxiliary." "In common use, the title of professor is greatly abused, being assumed even by teachers of boxing."

From the above one might rightly infer that if a tutor at Oxford is not entitled to be professored by his students, then certainly the right does not belong to a penman.

This title, together with a few others, attaches to the office rather than to the officer, and when Professor Trowbridge shall have retired from his present chair, he will then be plain Mr. Trowbridge, a title well earned. One cannot become professor at his own election. He must be elected by those having authority.

L. D. TETER,

Clinton, Ia., Business College.

Hypnotized Handwriting Retains All Normal Characteristics.

THE JOURNAL editors are of course greatly interested in everything that pertains to handwriting and particularly to character in handwriting.

The handwriting of persons who through hypnotism, hysteria or other causes are made to assume double consciousness (*i. e.*, the hypnotized or hysterical as well as the normal state) has been discussed more or less and many theories advanced, but no practical demonstration has ever been made or at least made public so far as we can learn.

All reason would indicate that the characteristics of a person's normal handwriting would remain in the hypnotized writing because the hypnotic subject does nothing while under the influence of the hypnotist that he is unable to do while in a normal state. For example, the subject could not execute a piece of artistic penwork in the hypnotized state if he were a poor penman in his normal state.

From the fact that hypnotic subjects (while under the spell) can be and have been made to sign checks, deeds, wills, etc., disposing of property and write letters that would injure them in various ways, courts have been called upon occasionally to deal with such cases. Frequently a hypnotic subject has denied his genuine signature to a paper because he had no remembrance of having signed it. Hence it is of the utmost importance to handwriting experts and to the courts to be able to determine whether the writing in question is genuine or not. The question of interest to all students of handwriting is whether the characteristics do or do not remain the same in handwriting produced in both states. THE JOURNAL is prepared to show that they do.

THE JOURNAL'S managing editor called upon the well-known hypnotist, X. LaMotte Sage, A. M., Ph. D., LL. D., recently, and explained what we would like to do in experimenting with hypnotized writing. Mr. Sage received THE JOURNAL editor most courteously and volunteered to aid us in every way in his power. We were surprised and pleased to learn that Mr. Sage is an old JOURNAL reader and knew one of its editors personally and the other by reputation.

Mr. Sage was formerly professor of mathematics and psychology in Central College, Sedalia, Mo., and of English in Pierce College, Philadelphia. He is known to many of those who attended the meetings of the Business Educators' Association of ten or twelve years ago. It was determined to try the experiment then and there. A young man, Guy Oppelt Mason, who had never been hypnotized by Mr. Sage, was brought into the room, and in a few minutes Mr. Sage had him under control. Mr. Mason was requested to write two specimens of his handwriting, and after being awakened wrote a specimen in his normal state. He said that he had not written the hypnotized specimens—at least he didn't remember anything about it.

A comparison of the two specimens will show that about the only difference is the size. Mr. Mason, while in the hypnotized state, had been told that he had the toothache, etc., and consequently was more or less agitated when he sat down to write. While there are a few slight differences in some letters and in the pictorial effect, on the whole the two specimens are wonderfully alike and most convincing that hypnotism and no doubt other forms of double consciousness cannot destroy the characteristics in handwriting. A curious feature in both specimens is the mispelling of the word specimen (*speciman*).

Nothing is more difficult of successful simulation and nothing is more difficult to destroy than character in handwriting. That writing is the result of unconscious reflex action nothing more positive or convincing is needed than an examination of the two specimens submitted herewith.

Agin' The Journal.

An old friend of THE JOURNAL who has the temporary misfortune to be under contract with a school whose methods have provoked some criticism, writes THE JOURNAL in confidence that word has been passed "silently" to the teachers to keep THE PENMAN'S ART JOURNAL out of the school. The objection is to the articles on fake schools that have recently appeared in these columns. We know at least three schools where this rule has been established, and our knowledge of other facts connected with these schools make the barring of THE JOURNAL the most comprehensive compliment that we have recently received. Of course the fake schools have a certain number of subscriptions, and it is always good to get subscriptions, but THE JOURNAL is not asking for them as a price for silence when the swindling of the public is the point involved. We should be glad to hear in confidence from other friends who are situated as the one referred to at the beginning of this paragraph. Meantime THE JOURNAL will keep right on denouncing and exposing fake schools whenever it can get the proper legal evidence.

"Those Simple Sentences for Children."

EDITOR PENMAN'S ART JOURNAL:

I was glad to see the criticism by Mr. M. K. Bussard in the October JOURNAL for two reasons; first, because some years ago the Spencerian authors saw the matter very much in the light he does, and made an attempt to do just what he has done in the copies he presents, and if he will examine the No. 1 of the large slant edition he will see that in all the copies in which special drill on stem or loop letters is given the idea has been carried out as far as seemed desirable in a first book. This is what the authors say: "To add interest such words have been selected as may be combined into phrases pleasing to children. Phrases have been used instead of sentences, for the purpose of avoiding the use of capitals."

My second reason is that it gives me the chance to show that I am not groping in the dim past all the time, but have some thought of the demands of the present. I do not think much of selecting copies for the moral sentiment, but there are so many proverbs afloat that they offer the best copies for special drills of anything I can find. I have little concern whether "Birds of a feather flock together" or not, but if Mr. Bussard will write down ten of the first copy-book proverbs that come to his mind, there won't be two, and I think not over one, that will contain as many loop letters and as well placed for drill as in this same copy, which might be paraphrased, "Loops of a feather flock together."

This raises a question that I would like to present to your readers. Mr. Bussard raises the question of the value of what he calls "stale proverbs or apt quotations." I agree with him as to the value of the proverb on the moral nature of the pupil, but I do not agree with him as to the purpose of selecting the copies. I have been through the entire list of everything I could lay my hands on for copies that would illustrate certain letters. For example, I was searching for a copy that contained the small *j*; while I was searching it commenced to rain, and immediately came to my mind: "Rain falls on the just and the unjust," and that settled the *j* question. About the same time I was searching for something for a Y copy that wasn't too stale by frequent use for a copy, for be it known good copies beginning with Y are hard to find. Just then my morning paper came to hand and I read the account of John B. Gough's sudden death, and that his last words were: "Young man, make your record clean." I dropped my paper, and wrote it down with a pencil; found it had the proper length; had four loop letters, one at each end and two in the middle, and at the same time it was a sentiment fresh from the mint of this great orator; and in five minutes' time it was settled upon as the final copy of the book, where it stands to-day.

I am glad to have a text to speak from. I believe historical and scientific facts find their proper place in the summarized addenda to each chapter in well regulated text-books on these subjects; the mission of a copy-book is to teach writing, and the copies containing the best drill, whether proverbs, quotations or historical facts, should be taken if not absolutely inane. I know Mr. Bussard has lots of good things back to tell us. I hope we shall hear from him again.

GEO. H. SHATTUCK.

Medina, N. Y.

The Poetic Side of a Practical Educator.

The late William Allen Miller was a commercial teacher of wide reputation. But he was more than that. He was a lover of Nature and learned in her language. Few men have possessed the faculty of handling our mother tongue with greater precision or more dainty pictorial effect. The subjoined letter to a JOURNAL man, written by Mr. Miller from his California ranch some years before his death, has been cherished as a most delightful bit of descriptive English:

The rainy season is on. This expression states merely the fact that we have a rainless season. But the one is not wholly wet nor is the other wholly dry. It does rain during the Summer months, but the rains are as heavy as they are rare, and the effect is not always an unmixed benefit. They come with violence, go without ceremony, and stay away long. They leave in their wake only a little for which to be grateful. One thing is certain—though the tragic march of the storm is usually led by obscuring volumes of dust, there is no dust at the rear. That is a benefit. For a short time the atmosphere is swept and the surface of nature brightened. The moisture brought does not, however, descend to where it would do most good, but impetuously seeks the low places on the surface and speeds mercilessly down the arroyo and the zanja.

At this season the rains fall gently and steadily. They search and comfort the root of plant and tree and awake to life and to sight the myriad dormant germs. Last week it rained. There followed an interval of shiny days. To-day there is rain on the roof. To-morrow and the next day and the next will shine. Soon our eyes shall feast upon a landscape of most marvelous beauty. There's nothing elsewhere in the world to match the hue of spring in Southern California. Were there but the orange, golden, gleaming, and crowding in the green of hosts of groves, it would be enough. But when the variegated aspect of the uncultivated level or sloping plain is added, the effect surpasses all the schemes of imagination. Acres of the silken poppy rising upon the slopes at the base of the foothills seem like acres of flame. Contiguous are vast fields of blue, and wide, intermingled patches of snowy, red, and purple wild flowers. Even the weeds of the garden and the cultivated field make a rich display of bloom.

The rainy season is by no means a cheerless season. It is a feature of the Winter, which is unlike Winter beyond the Rockies. The holidays have just gone, but to us Christmas was hardly realized. We saw but could not touch the Christmas snow on our mountain peaks. The old-time holiday crispness of weather really made us hump, as we bent against it, and the fireside furnished the best comfort of the season. Here on Christmas Day a five-foot heliotrope threw breathe of sweetness in at our open window.

WILLIAM ALLEN MILLER.

Redlands, Cal., Feb. 1, 1892.

Inter-School Penmanship Criticism.

PENMAN'S ART JOURNAL:

A short time ago I started on foot a scheme which has been floating in my mind for some time. My idea was to open a criticism department in connection with penmanship classes in which all the schools in the State should participate. Briefly stated, it is as follows:

Let the pupils in one school submit to the pupils in a second school specimens of their daily practice. These to be criticized by the pupils in the second school in red ink, and returned, together with written criticisms and suggestions, for improvement. In this way I feel sure that the pupils will be enthused, and the results obtained in this branch of education much better.

This thing is now being carried on between this school and another with the best of results.

I offer this as a suggestion. What do you think of it?

Respectfully,

A. C. IVES.

Northern B. C., Watertown, N. Y.

Teachers on Commission.

Since the establishment of commercial departments of literary schools has become so popular we have received many inquiries from the heads of such schools for teachers who are willing to operate upon a commission basis. On the other hand many teachers to whom such propositions have been submitted have written asking our advice. Of course it is impossible to give advice on a matter of this kind, as everything depends on the peculiar circumstances surrounding any particular case. We know many instances in which teachers have started in on commission, built up a good school, and profited in the end more largely than they probably would have done had they engaged in the beginning on a salary.

When a school proprietor makes a proposition to a teacher and the teacher accepts the same, it is in a sense no one else's business. If the terms proposed are unfavorable, the teacher at least has a chance to decline. It seems to us, however, that where the commission arrangement is desired the parent school should at least guarantee living expenses. The head of the parent school is on the ground, knows the field, and has much better opportunities for judging the probable success of any new venture than anyone on the outside. If his own faith in the undertaking is not great enough to guarantee at least living expenses for whoever undertakes the work, it would hardly seem reasonable to ask the teacher to risk both his expenses and his labor. Instead of offering a certain percentage of the receipts, we think a better plan would be to offer a certain amount plus a percentage; or else a percentage, guaranteeing a certain minimum sum. In most cases, also, a plan of this kind would result in the school getting a better teacher.

The Youngest Business College Chief.

W. S. Turner, proprietor of Turner's B. C., Martinsburg, W. Va., asks THE JOURNAL who is the youngest responsible head of a business college in the United States. We don't know. Brother Turner himself blushingly owns up to twenty-four and has been two years in the harness at that.

Commercial School Wanted.

A correspondent of THE JOURNAL sends word that he knows of a fine opening for the establishment of a business school in a prosperous city of 20,000 located in the Central West. No competition within 40 miles. We have no particular knowledge of the facts, but should be pleased to give what particulars we have to any who may care to investigate.

nect with the *s*. These are three specimen breaks out of five hundred and odd such as occur in the two pages of the will.

Comparison on the Letter s.

Then, to dissect the words in the will and show the blunders of the forger in failing to follow the characteristics of the Fair writing, take the letter *s*. In the date line of the forged will there are two capital *S*'s; both are delicately made, and the front turn is round and strikes back nearly horizontal.

In the first line of the specimen of Fair's handwriting is an *s* which it will be seen turns with an angle at the front and passes back with a sharp concave curve. A small matter until the critical eye of an expert makes the comparison; then it becomes vital. Following up the comparison ot the letter *s* in the two documents, it was found that in the forged will there were forty-two final *s*'e, of two distinct types. Twenty-two terminated with a curved line to the right, as in the word *this* and *is* in the first line of the will, and twenty were without terminals, as in the *s* in *wills*, line three. In the specimen of Fair's handwriting there were found fifty-one final *s*'s, seventeen of which were finished with turns to the right, as in the will, and thirty four with turns to the left. So far the forgery had followed closely the model, but the forger did not observe the range of Mr. Fair's habit with reference to his *s*'s and only used a portion of his characteristics. Fair's terminals to the letter *s* were made longer and more freely than were those in the will, like the terminal in the first word of line four, and frequently turned to left, as in line seven.

The Tell-Tale I.

The capital *I* was evidently an eyesore to the forger, for in the will it varies exceedingly in its form and has been so frequently retouched as to make it a freak letter under the microscope. An example of this variation and retouching is fairly represented in lines three and four of the forged will. Any one can see without the aid of the microscope that the *I* on line four is made in several parts, while Fair made his *I*'s boldly and without taking pencil from paper in the operation.

Another glaring and easily seen example of the way in which the forged writing was retouched is seen on lines two and four of the will. The word *my* in line two is a very clumsy forgery. In effect it is *wjs*, while the same word in Fair's writing, as seen in specimen shown, is altogether different, being plainly and accurately written. A curious feature of this forging of the word *my*, and one that made the detection easy, is that the word is repeated eighteen times in the will, and in sixteen instances the peculiar terminal hook, as seen in lines two and four, is added to the letter *y*. It is perfectly plain that the copy before the forger presented that word with a *y* having a final hook, and the forger, supposing that to be Fair's habit, finished sixteen out of eighteen *my*'s that way in the will. As a matter of fact, in an equal number of the same letter *y* in Fair's writing there were but two *y*'s finished with a hook, and these were uniform and not varied as in the case of the *my*'s in line two of the will.

Word Spacing Tells Its Story.

So much for the specific errors committed by the forger. Now as to the general differences between the forged and the genuine handwriting. In the will it will be seen that the loops of all letters are shorter and more regular than in the genuine handwriting, as for example in the *y* in line two and the *f* in line four. In fact, all the extended letters above and below the base line show marked differences as between the will and Fair's writing. All Fair's loops, as will be seen, are made low or high, and irregular, so much so as to run into and even beyond the base lines above and below, examples being in the very first letter *y*, and the *g* in line four. Throughout the will the space between the words, letters and lines varies greatly, while in these respects Fair's writing is more than usually regular and consistent. Compare the spaces between the first and second words of the third line in the will with those between the last three words; between the words *my* and *sister* on line four; also after *equally* and the character *d* in line six. No such absurd extremes occur in Fair's genuine writing.

Another glaring difference is the shading of the letters, thick lines by the side of thin lines in eccentric variation. Fair's writing, it will be seen, is done with a free forearm movement which gives long free sweeps, while the writing in the will shows a cramped finger movement and unnatural formation.

Signatures Contrasted.

An accompanying illustration shows four of the genuine Fair signatures and the signatures declared to have been forgeries. It will be seen that the forged signatures are very stiff and formal; that there are numerous breaks and retouches, such as in the *s* in the first signature, unnatural spacing between the letters, as between the *G* and the *F*, and the *e* and *s* in James, the open topped *a*'s, &c.

To any one who has made a life long study of the peculiarities of handwriting these fine points of difference between genuine and forged handwritings are noticeable at a glance. When they are pointed out to the layman they are as easily seen as a sign post on a country road, and that is why the work of a forger can never be done successfully so long as the writing is open to question and suspicion is aroused.

The only way he can hope to elude justice is by arranging the circumstances attending the forgery so cleverly that suspicion will not be aroused. The moment it is, and the handwriting expert is allowed to turn his microscope upon the forger's work, it is all up with the criminal.

The trial of the Fair case lasted for five months and every point was fiercely contested. The finding of the court, pronouncing all the Craven documents to be forged, was a sweeping vindication of expert handwriting testimony. Besides Mr. Ames, the distinguished handwriting expert, David N. Carvalho of this city, and the well-known San Francisco expert, Max Gumpel, were professionally engaged in the case.

THE FIRST LINE FOLLOWING IS MADE UP OF WORDS AND FIGURES FROM THE FORGED WILL. THE SECOND LINE SHOWS THE SAME WORDS AS FAIR REALLY WROTE THEM. NOTE THAT FAIR USES THE $ AND THAT HE BEGINS THE WORD "DOLLARS" WITH A CAPITAL. THIS WAS HIS INVARIABLE HABIT. THROUGHOUT THE FORGED PAPERS THE REVERSE OF THIS IS SHOWN, AS ILLUSTRATED HEREWITH.

10,000 dollars Dear Dec Ler

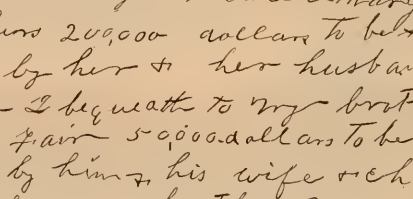
Dr Dear Dollars $ 10,000,

Duplication of Words in Will

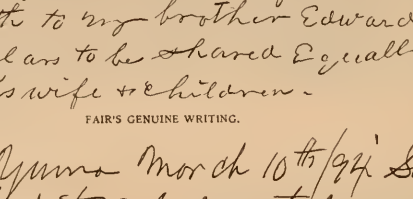
orphan asylums sum
orphan asylums sum

Executors children
Executors children
Executors children

SECTION FROM THE FORGED WILL.



FAIR'S GENUINE WRITING.



GENERAL OFFICERS OF THE FEDERATION.

On to Chicago!

Burning Questions at the Federation.

Some of the burning questions to be discussed at the Chicago meeting, Dec. 27, 28, 29 and 30, are as follows:

"How Much English Should Be Taught in the Business College, and How Taught?"—to be discussed, in short papers or talks, by several prominent teachers.

"Commerce, Course of Trade, and Commercial Geography"—by two well-known Eastern teachers.

"Commercial High Schools and Commercial Departments"—presented in an able paper and discussed by a number of teachers.

"Is the Vertical a Practical Style of Writing for General Business Purposes?"—to be ably discussed from both sides of the question.

"The Typewriter in Education"—to be presented by a well-known teacher of Chicago.

"Should Muscular Movement Writing be Taught to Students of Shorthand?" This will be an interesting discussion, as many teachers of shorthand claim that the usual movement taught in writing classes is injurious to shorthand students.

"Expert Testimony in the late Fair Will Contest"—D. T. Ames.

"What Business Men and Business Managers Demand of the Business College"—to be presented by half a dozen prominent business men of Chicago, in ten-minute talks.

"School Advertising"—to be discussed by two advertising experts, with general discussion.

"Business Education—the Most Prominent Educational Topic of the Times"—a paper showing the unmistakable trend of public sentiment on educational lines.

"How to Create a Public Sentiment More Favorable to Our Work"—a topic proposed by a leading business educator. Will not Pres. Ferris, Mr. Packard, Mr. Marshall, Mr. Ware, Mrs. Spencer or Mr. Rowe give answer?

"How to Get More Students, for Longer Terms and at Higher Rates." This fetching topic is offered by one of our best known business college proprietors. Who will respond to it? Perhaps the experts in school advertising can tell him all about it. If this question is to be answered at the Chicago meeting no business college proprietor in "the United States or Canada" can afford to miss the meeting.

Exhibits.

Ample provision will be made for displays of schoolroom work and all kinds of educational, school and office appliances. Authors of commercial text-books, makers of typewriters, pens, pencils, and the like, should avail themselves of this opportunity.

The general circular, illustrated, giving programmes of all the sections, also constitution and by-laws of the "Federation," will be printed in a few days and mailed to every commercial and special teacher in the country.

G. W. BROWN,
Jacksonville, Ill. Chairman Ex. Committee.

Programme of the Business Teachers' Association, Chicago, Ill., Dec. 27, 28, 29, 30, 1897.

Dec. 27, P. M.	2 to 3	Business Correspondence and Spelling.	N. A. BARRETT, Chicago, Ill. W. F. CADWELL, Galesburg, Ill.
	3 to 4	The Relation of Bookkeeping to the other studies of the Commercial Course.	G. W. MINER, Rochester, N. Y. A. J. ELDER, Trenton, N. J.
	4 to 5	Commercial Law.	E. W. SPENCER, Milwaukee, Wis. J. A. LYONS, Chicago, Ill.
Dec. 28, P. M.	2 to 3	Chalk Talk on Rapid and Accurate Accounting.	C. C. COCHRAN, Chicago, Ill. N. L. RICHMOND, Kankakee, Ill.
	3 to 4	What are "Established Rules and Customs of Business?"	H. M. ROWE, Baltimore, Md. G. W. ELLIOTT, Burlington, Iowa.
	4 to 5	Commercial Work in High Schools.	D. W. SPRINGER, Ann Arbor, Mich. W. C. STEVENSON, Emporia, Kan.
Dec. 29, A. M.	9 to 10	Business Forms.	W. F. GIESSEMAN, Des Moines, Iowa. W. S. OSBORN, Pontiac, Mich.
	10 to 11	Commercial Arithmetic.	F. B. VIRDEN, Chicago, Ill. M. C. ISBELL, Terre Haute, Ind.
	11 to 12	Business Education for Women.	CLARA A. POPE, Chicago, Ill. C. M. BARTLETT, Cincinnati, Ohio.
Dec. 29, P. M.	2 to 3	English Grammar: What and How to Teach.	H. B. BROWN, Valparaiso, Ind. M. D. MUGAN, St. Louis, Mo.
	3 to 4	Business Practice.	W. H. MCCAULEY, Des Moines, Iowa. C. W. BENTON, Valparaiso, Ind. ENOS SPENCER, Louisville, Ky.
Dec. 30, A. M.	9 to 10	To be supplied.	
	10 to 11	Bookkeeping.	A. L. GILBERT, Milwaukee, Wis. E. J. HEER, Indianapolis, Ind.
	11 to 12	Business Writing	I. W. PIERSON, Chicago, Ill. C. M. ROBBINS, Sedalia, Mo.

Programme Western Penmen's Association.

MONDAY, DEC. 27.—AFTERNOON.

2 P. M. Monday, December 27. Organization.

1.—2 to 3. Is Speed Essential in Business Penmanship at the Present Day? W. F. Giesseman, Des Moines, Iowa.

2.—3 to 4. My Ideas on Business Writing. Mr. E. H. Beach, Ed. "Bookkeeper," Detroit, Mich.

3.—4 to 5. Excessive Movement Practice. C. N. Crandle, Chicago, Ill.

TUESDAY, DEC. 28.—AFTERNOON.

4.—2 to 3. Grading Business Writing. F. B. Moore, Trenton, N. J.

5.—3 to 4. Figures. J. F. Fish, Chicago, Ill.

6.—4 to 5. Ornate Penmanship. Accompanied by Blackboard Illustrations. F. B. Courtney, Milwaukee, Wis.

WEDNESDAY, DEC. 29.—FORENOON.

7.—9 to 10. Application of Movement Drills in Writing. W. H. Whigam, Chicago, Ill.

8.—10 to 11. A Psychological Fantasy. A. N. Palmer, Cedar Rapids, Iowa.

9.—11 to 12. Illustrating by an artist of one of the Chicago papers.

WEDNESDAY, DEC. 29.—AFTERNOON.

10.—2 to 3. Art and Architecture in Business and Commercial Life.—Robert C. Spencer, Jr., Chicago.

11.—3 to 4. Development of Business Capitals. C. A. Faust, Chicago, Ill.

12.—4 to 5. Has Vertical Writing in it the Elements of Permanency? L. H. Hausam, Salina, Kan.

THURSDAY, DEC. 30.—FORENOON.

13.—9 to 10. Lettering by A. H. Hinman, Worcester, Mass.

14.—10 to 11. Should Shorthand Pupils be Taught Muscular Movement Writing? H. G. Healy, Cedar Rapids, Iowa.

15.—11 to 12. Writing to Music. C. W. Ransom, Kansas City, Mo.

Programme of Shorthand Section of the Federation of Educational Associations.

MONDAY, DEC. 27, 1897.—AFTERNOON.

2.00.—Hand Shaking and Organization. Everybody.

TUESDAY, DEC. 28, 1897.—FORENOON.

9.00.—Meeting with general session.

AFTERNOON.

2.00.—Class Instruction *versus* Individual Instruction. George M. Guest, Guest School of Shorthand, Milwaukee, Wis. Discussion.

3.00.—"Details." J. A. Stephens, Metroplitan Business College, Chicago, Ill. Discussion.

WEDNESDAY, DEC. 29, 1897.—FORENOON.

9.00.—Obstacles that We Meet in Teaching Shorthand and How Shall We Overcome Them. Mrs. P. Ritner, St. Louis College of Commerce, St. Louis, Mo. Discussion.

10.00.—General discussion of the following topics: When Should Dictation Begin? How Much Dictation Should Students Receive? Should Shorthand Schools Require Entrance Examinations? Who Should Teach Shorthand?

AFTERNOON.

2.00.—A Comprehensive Knowledge of the Shorthand Principles. W. I. Tinus, Chicago Business College, Chicago, Ill. Discussion.

3.00.—The Aims of the Federation as It Relates to Its Members. Charles M. Miller, Packard's Business College, New York City, N. Y.

THURSDAY, DEC. 30, 1897.—FORENOON.

9.00.—Shorthand in the South. J. E. Fuller, Atlanta Business College, Atlanta, Ga.

10.00.—General discussion of the following topics: Does the Subject of Typewriting Receive the Attention It Should in Our Shorthand Schools? How Many Hours per Day Should the Average Student Run the Machine in Order to Qualify Himself for the Work of an Amanuensis During a Six Months' Course? How Do You Teach Typewriting?

AFTERNOON.

2.00.—What the Office Stenographer Should Know and Be Capable of Doing. Frederick W. Boeke, with Montgomery, Ward & Co., Chicago, Ill.

2.30.—Points that Should Be Emphasized in the Training of the Amanuensis. C. H. Dodge, with Reid, Murdock & Co., Chicago, Ill.

3.00.—Unfinished business and election of officers.

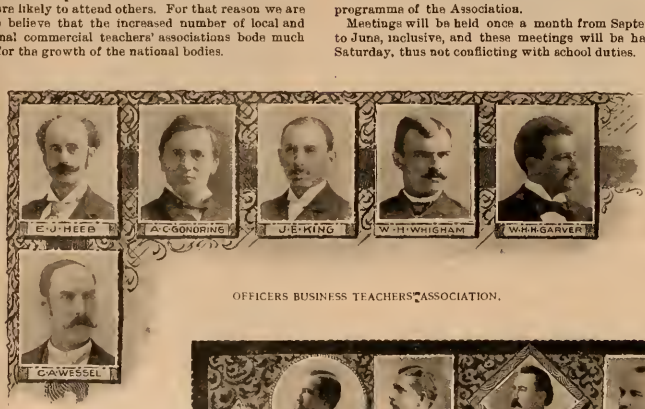
The programme of the Writing and Drawing Teachers' Association was printed in THE JOURNAL last month. The portraits of the officers of this section are on page 204.

Eastern Teachers at Chicago.

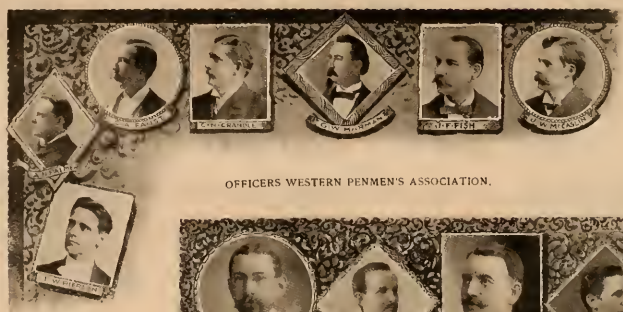
Executive Committee Chairman Brown of the Federation of Educational Associations is very anxious for a large representation of Eastern teachers at the forthcoming meeting of the Federation at Chicago during holiday week next. The other members of the Executive Committee and Association, as well as THE JOURNAL, would like to see the East much better represented than it has been in this association at any previous meeting. The West will rally, as it has always rallied, and a very large attendance is assured. In fact, there is every reason to hope that the attendance will be two or three times what it has ever been before, and out of such a large gathering scores of interesting and instructive papers and discussions will be the result.

No matter where commercial teachers' and penmen's

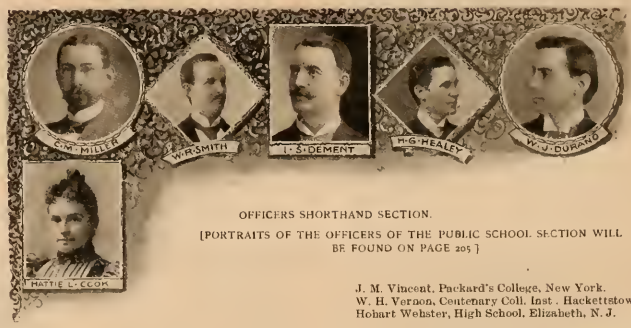
associations have been held, the Western teachers have always been well represented, but when these gatherings are held in the West the Eastern contingent do not begin to hold up their end in attendance in proportion to the number of teachers in the East. This Federation is national and should be patronized from every part of the country. Local associations should not be allowed to interfere with it in any way, and in fact those who have organized local associations have so planned them as to not interfere in time, and undoubtedly the enthusiasm engendered at these local gatherings will increase the local representations at the national gathering in Chicago. We have noticed that those who attend one association are so impressed with the benefits derived that they are likely to attend others. For that reason we are led to believe that the increased number of local and sectional commercial teachers' associations bode much good for the growth of the national bodies.



OFFICERS BUSINESS TEACHERS' ASSOCIATION.



OFFICERS WESTERN PENMEN'S ASSOCIATION.



OFFICERS SHORTHAND SECTION.

[PORTRAITS OF THE OFFICERS OF THE PUBLIC SCHOOL SECTION WILL BE FOUND ON PAGE 205.]

We hope that at the Chicago meeting the Eastern section will be represented by a goodly number of teachers.

A Metropolitan Commercial Teachers' Association Organized—An Auspicious Start.

As an outgrowth of a meeting of commercial teachers in the metropolitan district held at Packard's Business College in the early part of October a special committee composed of W. E. Drake, William J. Kinsley and Byron Horton was appointed to draft a constitution and by-laws and issue call for a meeting to organize a Commercial Teachers' Association that would embrace as resident commercial teachers within a radius of 50 miles of New York, and as non-resident those residing more than 50 miles from New York. This committee issued a call for a meeting to be held at Packard's Business College on Saturday, November 6, 1897, at 10:30 a.m. In response to this call over thirty representative teachers from twenty to twenty-five different schools were in attendance and formed a nucleus of what will be, without question, a most successful Commercial Teachers' Association.

The meeting was called to order by Chas. M. Miller of Packard's Business College, who was chairman of the preliminary meeting in October. William J. Kinsley was elected temporary secretary.

The report of Messrs. Drake, Kinsley and Horton, the special Committee on Constitution, was read and accepted. It was then voted that the Association proceed to organize. The constitution was read section by section, and various changes made from suggestions offered by members. It was moved, seconded and carried that the amended constitution be referred to the original special committee with power to remodel and to submit this remodeled constitution to the next meeting of the Association. It was voted that the annual dues be $2 for resident members and $1 for non-resident members. It was voted that the constitution as amended be adopted, and also voted that a committee of five be appointed by the chair to make nominations of officers at the next meeting of the Association, and on motion it was voted that when adjournment was made it would be to meet on the first Saturday in December (December 4). This meeting will be at the same hour (10.30 a.m.), and at the same place—Packard's Business College, 101 East Twenty-third Street.

The object of this Association is the advancement of the profession of commercial teaching and the promotion of social intercourse among persons interested in commercial education. The scope of the work is broad enough so that any one at all interested in the work of the commercial teacher will find much of benefit on each programme of the Association.

Meetings will be held once a month from September to June, inclusive, and these meetings will be held on Saturday, thus not conflicting with school duties.

The need of an association of this character has long been felt in the metropolitan district, both by teachers permanently residing in New York and those coming from a distance. In addition to advancing many new ideas and opening up new fields through discussions this Association will be the means of drawing the schools, proprietors and teachers closer together, and at the same time will furnish all with an opportunity of becoming acquainted with visiting teachers. Commercial teachers from other parts of the country have often lamented the fact that they had no opportunity of meeting the school proprietors and teachers in the metropolitan district. This Association will furnish this opportunity, and THE JOURNAL hopes to see a large resident and non-resident membership. There are hundreds of commercial teachers within the 50 miles radius of New York, and not one of them should hesitate to join the Association, and as nearly all of the thousands of non-resident commercial teachers hope at some time or other to visit New York and become acquainted with their fellow-teachers in the metropolitan district, a large non-resident membership will be the result of the organization of this Association.

THE JOURNAL is rejoiced to see this forward movement—for it is a distinct advance in commercial education—on the part of commercial teachers. In unity there is harmony, and in harmony there is strength, and the most good can be accomplished for commercial education by its exponents standing shoulder to shoulder and making a concerted fight. There are many things on which commercial teachers agree, and there should be no difficulty in uniting in this Association all teachers of commercial branches, whether in public or private schools.

Charter members of the Association present at this meeting were:

W. J. Amos, Merrill Coll., Stamford, Conn.
F. L. Bickmore, Rider's Bus. Coll., Trenton, N. J.
E. M. Barber, Packard's Coll., New York City.
Geo. W. Bird, New York Bus. Inst.
C. D. Clarkson, New Jersey B. C., Newark, N. J.
M. P. Connor, Claghorn's B. C., Brooklyn, N. Y.
F. F. Clute, Packard Coll., New York.
W. E. Drake, Jersey City, N. J., B. C.
E. E. Ferris, Eagan's Sch. of Bus., Hoboken, N. J.
Wm. C. Gorman, High School, Montclair, N. J.
A. S. Heaney, Packard's College, New York.
N. P. Heffley, Heffley School of Com., Brooklyn, N. Y.
C. Hollinger, Jersey City, N. J., B. C.
Howard Keeler, Boys' High School, Brooklyn, N. Y.
W. J. Kinsley, PENMAN'S ART JOURNAL, New York.
R. L. Long, Packard's College, New York City.
M. L. Miner, Heffley School of Com., Brooklyn, N. Y.
Chas. M. Miller, Packard's College, New York.
J. D. Odell, Packard's B. C., New York.
S. S. Packard, Packard's College, New York.
A. J. Rider, Rider's B. C., Trenton, N. J.
James Rea, Packard's B. C., New York City.
W. L. Starkey, Erasmus Hall High School, Brooklyn, N. Y.
C. F. Sherman, Mt. Vernon B. C., Mt. Vernon, N. Y.
L. M. Thornburgh, High School, Paterson, N. J.
L. L. Tucker, New Jersey B. C., Newark, N. J.
J. M. Vincent, Packard's College, New York.
W. H. Vernon, Centenary Coll. Inst., Hackettstown, N. J.
Hobart Webster, High School, Elizabeth, N. J.

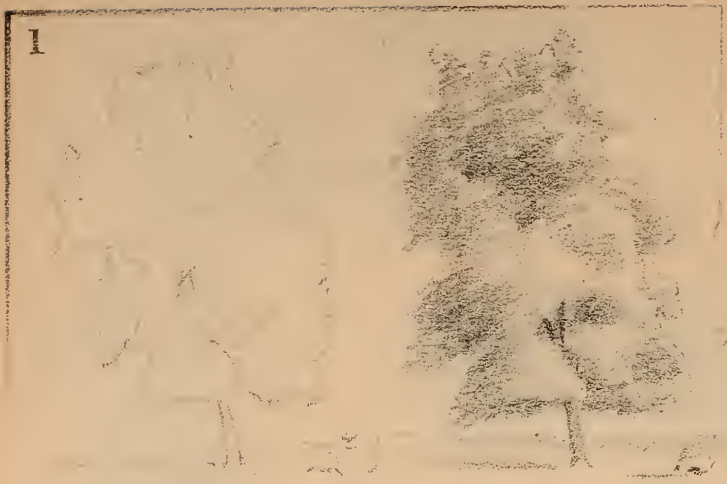
Restoring Faded Ink.

Writing which has faded either from parchment or paper, whether from damp, immersion in sea water, the action in sunlight, or friction, can be more or less completely revived. (*a*) Wash in warm water to remove salt if the paper has been immersed in sea water, and then soak in a weak solution of gallic acid—say 3 grains to the ounce. (*b*) Wash in clean water and soak in a solution of proto-sulphate of iron, 10 grains to the ounce. (*c*) Apply a solution of potassium-ferrocyanide slightly acidulated with hydrochloric acid, with a brush, when the writing will appear blue, if any iron is left of the original ink. (*d*) Slightly damp with water the faded writing, then pass gently over with a brush which has been lightly moistened with hydro-sulphuret of ammonia. In a little while the writing will appear black and legible. On parchment the revived writing will retain its color.—*Exchange.*

The New Journalism.

Teacher: "What is foreign news?"

Apt Pupil: "It is news printed very conspicuously the first day and denied in an obscure paragraph the next."
—*Truth.*



BY C. P. ZANER, ILLUSTRATING HIS ACCOMPANYING PAPER.

The Eastern Commercial Teachers' Association.

From what started as a little bantering talk among a few enthusiastic commercial teachers in the East has grown so much enthusiasm and interest that it has been deemed advisable to organize an Eastern Commercial Teachers' Association, the first meeting of which will be held in the Hartford Business College, Hartford, Conn., on Saturday, Nov. 27, 1897. W. J. Amos of the Merrill Coll., Stamford, Conn., deserves much credit for crystallizing sentimsnt in favor of such an association, and to Mr. Amos and E. H. Morse of the Hartford B. C. is due equal credit for the hustling work put into the preliminary arrangements. Hundreds of invitations have been sent out, much correspondence has been done, and from the present outlook a large number will be on hand on Saturday, Nov. 27, to organize this new association. The association will cover the New England States, New York, New Jersey and Pennsylvania, and surely out of this large, densely populated territory there are hundreds of commercial teachers sufficiently interested to join an association which means dollars in their pockets and new ideas in their heads. Following is the programme of the forthcoming meeting:

Programme.

Music.....Orchestra
Welcome, in behalf of the college.....E. H. MORSE
Welcome, in behalf of the city.....Mayor M. H. PRESTON
Advantages of Association.....W. J. KINSLEY, New York
How to Teach Students to Study.....W. J. AMOS, Stamford
Discussion.
Individuality in Handwriting.....D. T. AMES, New York
Typewriting by Touch.....BATES TORREY, Boston
Discussion.
Business Writing.....L. J. EGGLESTON, Rutland, Vt.
How to Teach Vowels in Shorthand,
B. J. GRIFFIN, Springfield
Discussion.
How Much Time of a Ten Months' Course Should be Given to Text-Book Work.....S. S. PACKARD, New York
Discussion.
Question Box. (Open to all.)
At the close of the programme those present will proceed to elect officers and form for permanent organization.

Kansas State Penmanship Association.

The second annual meeting of the Kansas State Penmanship Association will be held at the State Normal, at Emporia, December 11. The Executive Committee, consisting of L. B. Hausam, S. B. Fahnestock and E. K. Pentz, have issued a prospectus of the meeting and a hearty invitation to all Kansas penmen to be present. Teachers from outside the State will also be welcome. The programme is as follows:

Programme.

MORNING SESSION, COMMENCING AT 8 O'CLOCK.
Music.
President's address.....L. H. HAUSAM
Paper, How I Start a Class in Plain Writing,
J. N. ENGLE, White City
Discussion ..... { G. A. HOLLAND, Pittsburg.
G. E. EBERHARDT, Lindsborg
Paper, Ornamental Penmanship: How to Secure and How to Use It .....C. H. CHATTUCK, Holton
Discussion..... { C. E. D. PARKER, Emporia.
W. H. QUACKENBUSH, Topeka
Paper, Methods of Teaching Penmanship in Graded Schools and Business Colleges,
S. B. FAHNESTOCK, McPherson
Discussion..... { C. E. LOWE, Winfield
L. H. HAUSAM, Salina
Paper, Business Writing of the Future,
C. W RANSOM, Kansas City, Mo.
Discussion ..... { E. K. PENTZ, Great Bend
N. B. LEACH, Leavenworth
Music.

AFTERNOON SESSION, 1.30 O'CLOCK.
Music.
Paper, Basic Principles of Teaching Writing,
L. H HAUSAM, Salina
Discussion ..... { W. C. STEVENSON, Emporia
W N. SIMPSON, Baldwin
Paper, Vertical vs. Slant Writing..W. C STEVENSON, Emporia
Discussion ..... { E. E. SALSER, Emporia
J. N. ENGLE, White City
Music.
Paper, Movement.....W. H. QUACKENBUSH, Topeka
Discussion ..... { C E. BALL, Parsons
C. E. BIRCH, Oak Mills
Paper, Individuality in Writing....E. K. PENTZ, Great Bend
Discussion ..... { C N PARSONS, El Dorado
S. B. FARNESTOCK, McPherson
Paper, Position and Material.....N. B. LEACH, Leavenworth
Discussion—General.
Music.
Adjournment

Sketches from Nature.

BY C. P. ZANER OF THE ZANERIAN ART COLLEGE, COLUMBUS, O.

In learning to sketch from nature you must learn to see nature in the light in which she may be represented on paper. For there are many things that cannot be drawn, but must be suggested—must be hinted at. A tree has on it, perhaps, a million leaves. You cannot draw a million separate leaves on so small a space as 4 x 6 inches, nor even a hundred thousand, nor a thousand, nor even a hundred to advantage. You must learn to hint at them in general, and let the imagination supply the detail.

There are two things to learn in sketching from nature. The more important one is to learn to see. The second is to acquire the knack of representing what you see. The seeing is far the more difficult of the two.

Now, this seeing and drawing involve method, both of seeing and drawing. It has been well said that you can do but one thing well at a time. You must learn to see but one thing at a time, and to represent that one thing as you see it. The illustrations herewith will help to make my meaning clear. The first efforts of the large finished drawing resembled the outline sketch on No. 1. Its second stage resembled the shaded sketch on plate 1. The third stage represents detail.

1st, see and secure proportion and outline; 2nd, see and secure *mass* of shade and shadow; 3rd, see and secure as much detail and texture as practicable. Secure, with all the rest, as much of sunshine and life and sentiment as you can see, feel, and depict.

A soft pencil, rough paper, keen eye, and enthusiastic soul are all that are needed to go to work. Copy the three drawings given, and then work from the trees themselves.

Texas Business Educators in Line.

The Business Educators of Texas met at the State Fair grounds on Business College Day, Oct. 23, and effected a permanent organization. Many of the most progressive business college men of the State have, for a long time, felt the need of such an organization. Texas is a hustling State and the business college men are no exceptions in this particular.

The purposes of the organization are perhaps better stated in the following, taken from the Constitution and By-Laws:

"The object of this organization shall be:

"1st. To raise the standard of business colleges in the State of Texas.

"2nd. To freely discuss any and all questions of interest to commercial teachers and business college proprietors.

"3rd. To encourage professional courtesy and good feeling among members of this profession."

R. H. Hill of Waco was elected President; F. P. Preuitt, Ft. Worth, B. C., and E. M. Chartier, Univ. Acad., Paris, Texas, Vice-Presidents, and G. A. Harmon of the Dallas Com'l Coll. Secretary of the organization. The Secretary solicits correspondence with similar organizations in other States.

To Journal Agents.

JOURNAL agents will please take notice that all offers of the Spencerian Compendium as a special premium in connection with THE JOURNAL are hereby withdrawn, to take effect after Nov. 25th inst.

Lessons in Ornamental Writing.

F. B. MOORE, INDIANAPOLIS BUSINESS UNIVERSITY, INDIANAPOLIS, IND

No. 9.

To penmen, letter writing has more than one charm. It is not merely a plan by which to convey thought, but it is a most excellent method of displaying one's skill, which you will agree comes through no small amount of earnest, vigorous and systematic training.

Now comes the tug of war. Now is the time to tell if other lessons have received the proper practice and attention. This is the last Plate in the course, but by no means is it the least.

As a suggestion, it would be well to practice on all the foregoing exercises a short time before entering upon this one.

BY C. P. ZANER, ILLUSTRATING HIS ACCOMPANYING PAPER.

In order to execute this letter well you must be prepared to manifest at will, shade, light touch, boldness and delicacy, which are so necessary to letter writing.

Keep your letter, as a whole, something near the form that is given in the Plate. Begin the word "Indianapolis" about the center of the first line, making the capital letter I with as much grace as possible. Do not have spacing in forming small letters too long; make them small and uniform in height and slant.

Begin the name on the second line at the left, making the combination as nearly like the copy as you can. End *q* in the word "Esq.," with a flat oval, to overcome a stiff appearance.

"Cincinnati" should be on the third line about two inches from the left edge of the paper. Be careful that you keep shade in *C* high, ending same with a flat oval. Round small letter *n* at the top, and notice the crossing of the *t*.

In writing the word "Ohio," grow very bold and rapid; do not strike the snail gait pace or you will be sure to make a break. Continue likewise in making the capitals of "Dear Sir." Encourage confidence. Do not have the backbone of capital *S* too straight, and make it in such a manner as to not interfere with capital *C* above.

If you wish to utilize more paper, begin the body of the letter on the line below the salutation. I believe the form given is preferable, especially if the letter is of any length.

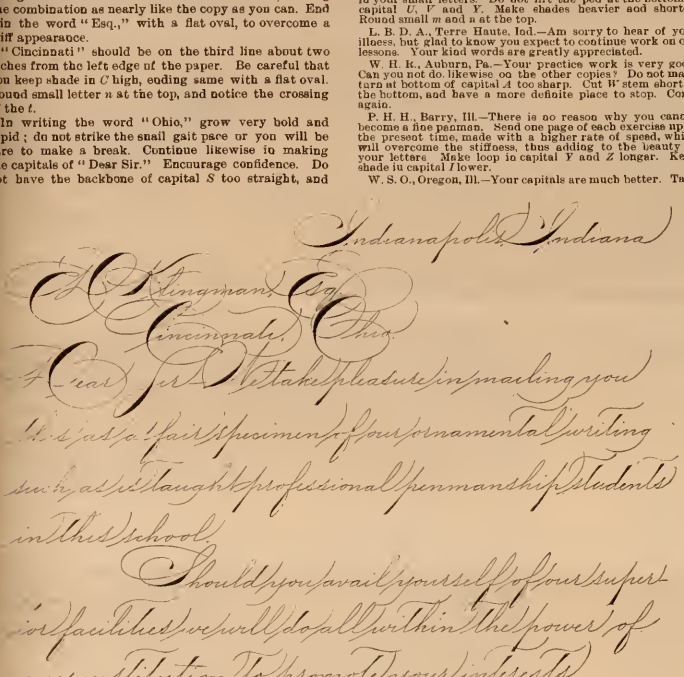
If you have trouble in keeping the work uniform in height, it would be well to rule a light pencil line one-sixteenth of an inch above the blue line upon which you write.

Brain work and judgment, accurate eye and elastic, steady movement will do much to solve the problem. Avoid having too much spacing between the words, and above all, avoid being careless in making the small letters. They play the most important part in body writing. Make each just as accurately as your eye and mind direct. Make your hand obey the will.

Keep the copy before you; study it frequently, noticing the manner in which each letter is made, where shaded, crossing of the *t*, how paragraphed, and a thousand other things, which only the eye of an extremely close observer will notice.

Make capital letter *V* in "Very truly" directly under the beginning of the word "Indianapolis" in the heading of the letter. Sign your own name on the next line below, on the right hand side. If your initials are such as will combine well, try your hand at an original combination. You need not use my name unless you like, as I do not write it more often than is necessary, especially in the signing of checks, mortgages, etc.

It is not only necessary to be exact in the construction of a letter, but in the formation as well. Do your best, and if your purpose is firm you are equal to the occasion.



BY F. B. MOORE, ILLUSTRATING HIS ACCOMPANYING PAPER.

Criticisms.

T. L. S., Bradford, Pa.—There is considerable improvement in your small letters. Do not lift the pen at the bottom of capital *U*, *V* and *Y*. Make shades heavier and shorter. Round small *m* and *n* at the top.

L. B. D. A., Terre Haute, Ind.—Am sorry to hear of your illness, but glad to know you expect to continue work on our lessons. Your kind words are greatly appreciated.

W. H. K., Auburn, Pa.—Your practice work is very good. Can you not do likewise on the other copies? Do not make turn at bottom of capital *A* too sharp. Cut *W* stem short at the bottom, and have a more definite place to stop. Come again.

P. H. H., Barry, Ill.—There is no reason why you cannot become a fine penman. Send one page of each exercise up to the present time, made with a higher rate of speed, which will overcome the stiffness, thus adding to the beauty of your letters. Make loop in capital *Y* and *Z* longer. Keep shade in capital *F* lower.

W. S. O., Oregon, Ill.—Your capitals are much better. Take more care in making your small letters. They are certainly lacking in form as well as uniformity. Come again.

Ora D., Detroit, Mich.—

"Errors like straws upon the surface flow,
He who would seek for pearls must dive below."

Of course, you can overcome your errors if it is your determination. When you find an obstacle, say to yourself: "I will conquer," which you will be able to do if you keep trying. Do not turn aside for all difficulties, for in time you will be obliged to face the music.

J. B. T., Nashville, Tenn.—I do wish you could find time to practice an hour daily on your copies, for am confident you would make great progress. Your work displays much grace and symmetry, and all you need is practice.

E. M. C., St. Joseph, Mo.—Your work is good. Each page you write is a step toward success. Shading in capitals *U*, *V* and *Y* extend too low. Lighten your touch a trifle on hair lines. Thanks for the compliment.

S. A. J., Hamilton, O.—You have a good swing, dash and light touch. Form of capitals fairly good, but rather large. Do not spread the initials out so far in making the combinations. Do you think for a moment that you could get such a string on a card?

J. M. C., Wabash, Ind.—The shades in the capitals *C* and *A* in the name Rutter extend too low. Do not have small letters so large; end final *r* with a flat oval.

E. M. A., Ann Arbor, Mich.—I know plowing is hard work, but spice it in the evening with ornamental penmanship. Like what you say; thanks.

Harry, Columbus, O.—You are practicing at random. Stay with one name longer, and do not allow your work to cover so much paper. Do you now realize the importance of mastering previous lessons? Hope you will be successful, but would advise a review.

E. M. C., Nebraska City, Neb.—In making capital letter *W*, the upward strokes should be curved and not straight lines. Guard against placing the pen in the shade when making the last part. Have top part of *J* about twice the width of the lower.

I wish to congratulate the class as a whole on the promptness, willingness and perseverance shown ever since the beginning of this series of lessons. I feel you have all been benefited to some extent, and a number of you have made a mark toward your vocation for future years. At any time you care to address me, I shall welcome your missive, and shall always hear of your welfare with pleasure.

F. B. MOORE.

Clubs are Pouring In.

We have received since Oct. 1st letters pledging support to THE JOURNAL during the coming year from more than 500 schools—penmen, teachers and proprietors. Many of them have forwarded clubs, the number received so far being 50 per cent. in excess of the number for last fall—our record-breaking year. A few extracts from letters are printed on page 212. Surely no paper ever had more loyal supporters than THE PENMAN'S ART JOURNAL. Ample acknowledgment will be made in due season. Meantime, *Keep your eye on The Journal!*

THE EDITOR'S SCRAP BOOK.

THE JOURNAL has received a variety of beautiful script specimens from W. M. Engel, Reading, Pa. Mr. Engel is starting out for a mail business, and we wish him the fullest measure of success.

C. W. Ransom, penman of Central Coll. of Bus., Kansas City, Mo., pledges his hearty support to THE JOURNAL in a handsomely written letter. The same sentiment and the same fine quality of writing apply to a letter from E. M. Barler, Cherokee, Texas.

We have received from J. M. Reaser, Dover, N. J., some well written cards. Also a variety of fancy cards in colors and a pen portrait.

Fancy scroll-work cards come to us from J. W. Jones, Mt. Auburn, Ia.

A number of very showy specimens of card work have been received from R. C. Metcalfe, penman of Wood's Newark Coll.

We also have some very tasty work of this character from R. A. Grant, penman, Winona, Minn., C. C.

E. L. Brown, Rock Island, Me., C. C., sends his compliments in a combination of graceful curves which go to make up a swan. Brown is a boss flourisher, and a fine writer, too.

D. S. Hill, penman of the Ellendale, Ky., C. C., contributes to the scrap book a number of specimens of fancy script and flourishing.

To F. L. Haeberle, penman of Millersville, Pa., State Nor. Sch., we are indebted for some shapely and tasteful examples of signatures.

Our long-time friend, F. S. Heath, Concord, N. H., contributes a variety of script specimens, all in dashy style.

Examples of rapid, business writing and well executed capitals come from E. L. Carey, Steelton, Pa.

Proof of a school journal heading has been received from C. E. Webber of the Garden City B. C., San Jose, Cal. The execution is in Mr. Webber's well known excellent style.

Photograph of an elaborate specimen of ornamental penmanship comes from E. E. Kent of the Lebanon, Ohio, College of Pen Art, and does credit both to his taste and skill.

Students' Specimens.

A long page of figures comes to us from Eleanor Kempston, a student of A. S. Weaver of the San Francisco B. C. The effect is remarkably clean and neat.

We have received from H. S. Miller, Queen City B. C., Hastings, Nebr., specimens of students' writing after six weeks of class drill. The movement is free and the form good.

A very creditable example of rapid business writing comes from Alvin N. Campbell, Loami, Ill., a former student of G. E. Nettleton, principal of the Jacksonville, Ill., B. C.

Miss Jessie G. Prescott, writing supervisor, Woburn, Mass., sends THE JOURNAL some specimens of students' work that show an excellent movement and conception of form. The specimens include some large condensed oval movement exercises of the kind that Thornburgh has made so popular. We find the name of Harold Bullard attached to the best of these exercises.

Crowded Out.

Several timely articles prepared for this issue have been crowded out. The number includes "Page Writing," by W. J. Lampman, and "Position and Freedom of Motion," by Sam Evans. These will appear in December, which will be probably the finest issue of THE JOURNAL ever published.

Keep your eye on "300 Graded Pen Copies in Rapid Business Writing" to begin next month. This is the most comprehensive and important work of the kind ever undertaken by a penman's paper.

Next Month's Journal

Will contain the first installment of "300 GRADED PEN COPIES IN RAPID BUSINESS WRITING"—the most ambitious instruction feature ever undertaken by a penman's paper. See prospectus on page 201.

Other new and useful features will be announced. The issue will be richly illustrated throughout, with a front page Christmas cover by Charles F. Johnston, who stands in the very front ranks of pen artists.

What they Say of The Journal.

[PICKED OUT OF LETTERS RECEIVED DURING THE PAST MONTH]

There is no publication that has done, and is doing, so much for the interest of business colleges, and likewise for general penmanship, as THE PENMAN'S ART JOURNAL.—C. T. Miller, New Jersey B. C., Newark, N. J.

We are for THE JOURNAL unreservedly.—Baldwin & Newell, Baldwin Sch. of Bus., Lockport, N. Y.

During the past year I found THE JOURNAL a great help in my work.—Eva M. Blair, Algona, Ia.

THE JOURNAL has met with my requirements as a substantial penman's paper. Is it necessary for me to say that I will do all I can to advance its interests?—C. G. Price, Knoxville, Tenn., B. C.

THE JOURNAL is right.—W. H Halicy, Flower City B. C., Rochester, N. Y.

We are greatly pleased with the good work THE JOURNAL is doing, and will use our efforts to encourage its adoption by our young people —D. E. Hawkins, Huntington, Ind., B. U

THE JOURNAL is my ideal of a penman's paper.—W. S. Osborn, Pontiac, Mich., B C.

I recommend THE JOURNAL because I know that a bright young person cannot read it without being benefited probably ten times as much as the cost of subscription.—W. G. Chaffee, Phonographic Inst., Oswego, N. Y.

We believe THE JOURNAL is doing more for business colleges than any other paper or any other agency. We do not see how it can be bettered.—Smith's B. C., Meadville, Pa.

THE JOURNAL has always been our favorite publication I see no way in which it can be improved.—J. M. Bashline, Butler, Pa., B. C.

I would like to have THE JOURNAL in the hands of every student in our school, and shall do all I can to that end. It is a great paper.—M. H. Davis, Davis B. C., Toledo, O.

I shall be glad to give THE JOURNAL my fullest support.—Homer O. Warren, Ashtabula, O., B. C.

Any one who is interested in penmanship can't afford to get along without THE PENMAN'S ART JOURNAL.—A. C. Gegenheimer, N. W. Coll., Naperville, Ill.

THE JOURNAL is a splendid paper both for students and penmen —E. J Wright, B. & S. B C., Louisville, Ky.

I shall do all I can to increase the circulation of THE JOURNAL in this school, for we find that those who take THE JOURNAL invariably become better writers than those who do not.—H. G. Burtner, Com'l Dept., High Sch., Pittsburg, Pa.

We have always approved of THE JOURNAL, and shall continue to support it as best we can.—H. S. Miller, Queen City B. C., Hastings, Nebr.

THE JOURNAL is an excellent medium for instilling inspiration. I have always recommended it to my pupils.—P. H. Keller, Pottstown, Pa., B. C.

It will certainly give us great pleasure to place THE JOURNAL in the hands of every one of our students. We find it a great help in stimulating good movement and good form.

THE JOURNAL should be in the hands of every student. Count on us —J. B. Krug, Krug's B. C., Battle Creek, Mich.

THE JOURNAL is a great aid to me in teaching penmanship.—R. A. Grant, Winona, Minn., C. C.

We don't see how THE JOURNAL could be made more helpful than it is.—F H Vail, Com'l Dept., Breck Sch., Wilder, Minn.

THE JOURNAL certainly has a warm place in my heart. It has universally been an inspiration to my pupils —J. R Brandup, Mankato, Minn., C. C

THE JOURNAL for the past year has been superb—an inspiration to every teacher and a monthly incentive to other work —C. G. Prince, Y. M. C. A. Com'l Sch., Buffalo, N. Y.

THE JOURNAL is all right. You can rely upon our hearty support.—W. I Monroe, Monroe's B. C., Waterbury, Conn.

I consider THE JOURNAL the best paper on penmanship printed. I find it a great help in teaching penmanship if the students take THE JOURNAL. I also find that after leaving school they keep their practice up far better than they would otherwise.—A. H Davenport, Newton, N. J., B. C.

You may always count on us for a hearty support of THE PENMAN'S ART JOURNAL.—J. M. Wade, Lancaster, Pa., B. C.

We appreciate THE JOURNAL and find it a help in our school work.—Berkey & Dyke, Private Bus. Sch., Cleveland, O

We are always for THE JOURNAL.—B. A. Davis, Jr., Va. B. C., Richmond, Va.

Both myself and my pupils are more than pleased with THE JOURNAL.—F. W. Bowles, International B. C., Bay City, Mich.

THE JOURNAL is right—and right succeeds You may rely on us.—H. F. Crumb, Auburn, N Y., Sch of Bus.

Without exception we were all pleased with THE JOURNAL the past year.—W. J. McCarty, Bus. Dept., Scio Coll., Scio, O

We are going to push THE JOURNAL very hard this year, as we consider it the best paper of the kind published —A. M Grimes, Capital City B. C., Ottawa, Ontario.

I have read THE JOURNAL with interest for the past 15 years, and know that it has done the most excellent work, and wielded a strong influence over the career of many young men for future usefulness —J. F. Smith, Galveston, Texas, B. U.

The Penman's Art Journal appeals to the intelligence and worth of the Profession it has loyally represented for more than 20 years.

The theory upon which a teacher induces the pupil to subscribe for a paper is that it will benefit both, mainly, perhaps, by stimulating the pupil's interest in his work. What helps them helps the school. It helps the cause of good writing by spreading the light. Every copy circulated helps. It helps THE JOURNAL to issue a better paper and to do better work for the cause it represents.

THE JOURNAL's clubbing rates, for either edition, will be found herewith. The cost is so low that no one interested in penmanship, even moderately, will be likely to allow expense to interfere with subscribing—*always provided the teacher does his part.*

No greater compliment was ever paid a class paper than is embodied in the fact that thousands of school proprietors and teachers, while giving their pupils benefit of the reduced clubbing rates, have their own subs. entered on our Professional List (News Edition) at the full price of $1 a year.

TO JOURNAL AGENTS AND SUBSCRIBERS.

If you are a Journal agent or subscriber or have any notion of entering into either relation, please read the following, which tells the whole story as plainly as we are able to do it. The cost of a single letter represents fully ten per cent. on a 50-cent transaction.

Subscription Rates.

THE PENMAN'S ART JOURNAL is published in two editions. The price of the regular edition is 50c. a year, without premium. It consists of a minimum of twenty pages. The price of the other edition is $1 a year, including privilege of a premium. The $1 edition is known as the *News Edition* and should be so designated. It is uniform with the regular edition, with four added pages containing news notes and miscellany.

Unless the *News Edition* is specially designated, all our references to THE JOURNAL, all announcements of premium combinations, etc., apply to the cheaper edition. Our friends are requested to follow the same rule—that is to say, to specify the *News Edition* when they have occasion to refer to it; otherwise it will be understood that they mean the regular (cheaper) edition.

All advertisements go in both editions.

Clubbing Rates.

Regular Edition.—3 subs. $1, 5 to 10 subs. 30c. each, 12 subs. or more, sent at one time, 25c. each.

News Edition.—2 subs. $1.20, 3 subs. $1.65, 4 or more subs. 50c. each.

No premiums go with THE JOURNAL at these rates.

NOTE.—All subscription offers that we have previously made the present season, whether with or without premium WILL HOLD GOOD until Oct. 1.

Agents Wanted Everywhere.

We wish to have an agent, not only in every school, but in every community outside of the school. If we are not already represented by an active, intelligent man in your territory, it may be your opportunity. Bright boys, as well as men and women, can make good wages taking subscriptions upon the margins represented by the above figures. It is not necessary to waste time writing us. We do not authorize any one to act as agent in any school where we are already represented by a capable agent.

Specimen Copies.—We do not furnish free samples of THE JOURNAL to promiscuous applicants. We will send some copies, however, to any one who has determined to make a genuine effort to get subscriptions. While not meaning to stint our friends, it must be remembered that our margin is extremely slight and agents should be careful and economical with specimen copies.

Under no circumstance will any subscription be entered unless accompanied with cash.

Permanent List.

Since THE JOURNAL was started, twenty years ago, we have maintained what we call a Permanent or Professional List for the benefit of those who mean to continue subscribing. All subscriptions for the News Edition received at $1 (which includes right to premium) will be entered on this list. It is our custom to continue the paper to those who are on this list until we have instructions to the contrary, notifying the subscriber at the expiration of each year. Where discontinuance is desired all we ask is that a notification (which may be by postal card) shall be sent us, with one month's notice.

This paragraph marked means that this number of THE JOURNAL *completes your year on the Permanent List. The paper will be continued until otherwise ordered. Subscriptions are invariably payable in advance, and prompt remittance is requested and expected, as the sending of a bill or letter involves an expense of at least five per cent. on the entire gross amount*

Only subscribers for the News Edition taken at the full price (not at clubbing reduction) are eligible for entry on our Permanent List. All clubbing subscriptions for either edition will be cut off promptly at expiration.

Should a subscriber on the Permanent List renew in a club at reduced rate, it will be necessary to notify us of this fact explicitly, in order that his name may be canceled on the Permanent List; otherwise he will get two papers and we shall of course expect him to pay for them.

Changing Addresses.

At least one month's notice is required to change an address. That is to say, we must get the notice by February 1st for the changing of the address on March JOURNAL. Where this cannot be done, notify your postmaster to forward that particular month to your new address (which will cost you nothing), not forgetting to write us at once, in order that the rest of your papers may go to the proper place direct.

Incorrect Addresses.

It sometimes happens that names sent us by agents are misspelled or the addresses insufficient or incorrect in one or another detail. It also sometimes happens, though much less often, that we make mistakes in entering the addresses on our books. Subscribers are requested to carefully scrutinize the address on the first papers that they receive. If there should be the slightest error, notify us at once in order that no risk may be incurred. Also if you fail to get your paper for any month before first of next month, write at once giving your full address

If these directions relating to subscriptions are ignored we can not afford to pay for your negligence by remailing missing papers, but will send them (if we have them to spare) on receipt of 5c. a copy. We carry very few back numbers now and they are nearly always more valuable to us than "front numbers."

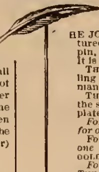
Do not expect us to enter into an extended correspondence over a 25c. subscription. Receipt of the paper is sufficient evidence that we have received your money. If anything is wrong write us plainly and it will be attended to. Don't bother the agent; only we can make the correction and you save time and trouble by writing us direct. If you ask for information on any point, a stamp must be enclosed. We contribute time and stationery, but you must pay postage.

To Club Subscribers.

This paragraph marked means that your sub. expires with this number and you will receive no more papers unless you subscribe again. If you have found the paper helpful we should be pleased to have your renewal on our Permanent List, where you will have as company nearly all the best known penmen and commercial teachers of this country. If you can't afford this, hand your sub. to the nearest agent or get up a club yourself (provided you don't interfere with any present agent in a school). The rates are plainly given above for both editions.

Premiums.

The subjoined premium offers apply to the News Edition only. No reduction for the regular edition.



A Beautiful Stick Pin.

THE JOURNAL has had specially manufactured from its own design a very neat stick pin, to offer as a premium to subscribers. It is made in solid silver, also in solid gold.

THE SILVER PIN has the quill of solid sterling silver, and the stick pin part of German silver.

THE GOLD PIN is solid, 14 karat, except the stick part, which is German silver gold plated.

For one dollar we will send THE JOURNAL *for one year, and the* SOLID SILVER PIN.

For one dollar and fifty cents we will enter one sub., new or renewal, and send SOLID GOLD PIN *as premium.*

For two dollars we will send two copies of THE JOURNAL (to different addresses, if desired), for one year, and the SOLID GOLD PIN. Or we will send THE JOURNAL for *two* years and the solid gold pin.

For three dollars, three subs. (or your own extended three years) and two SOLID GOLD PINS.

This pin makes a very tasty and beautiful gift. A jeweler would charge at least $1.50 for it.

SPECIAL.—To those desiring to be placed on our Permanent List for two years, we will send the solid gold pin as premium for a remittance of $1 now. The other dollar to be remitted promptly at end of first year. Present subscribers may have their subscriptions extended and thus avail themselves of this offer at once.

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Ames' Guide to Self-Instruction in Practical and Artistic Penmanship.—For 25 cents extra the **Guide** will be sent full bound in cloth. The regular premium has heavy paper binding. Price when sent otherwise than as premium: Paper, 75c.; cloth, $1. The **Guide** in paper sent as prem. with one sub. ($1). Cloth 25 cts. extra.

Ames' Copy-Slips for Self-Instruction in Practical Penmanship.—This covers about the same ground as the Guide, but instead of being in book form it is composed of movable slips progressively arranged. This work also has had a very large sale independently of its use as premium at 50 cents a set. The "Copy-Slips" will be sent as prem. for one sub. ($1).

The Lord's Prayer (size 19 x 24 inches); **Flourished Eagle** (24 x 32); **Flourished Stag** (24 x 32); **Centennial Picture of Progress** (24 x 28); **Garfield Memorial** (19 x 24); **Grant and Lincoln Eulogy** (21 x 30); **Marriage Certificate** (11 x 14; **Family Record** (18 x 22). Choice of the above beautiful and elaborate pen designs (lithographed) sent as prem. for one sub. ($1).

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Our subscription list is now kept by States, so that we can't find your address to change it unless you give us the address from which you have changed.

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Write plainly and make the address sufficiently explicit. Our experience is, that a box number or street number, except in small place, is usually desirable. Postal officials are more careful with mail that is addressed specifically.

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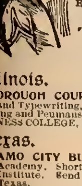

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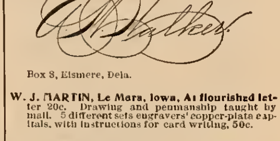

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In answering advertisements signed by a nom-de-plume, delays and mistakes are avoided by sealing and stamping the replies ready for mailing and writing the nom-de-plume in a corner, then inclosing such sealed replies in an envelope addressed to The Penman's Art Journal, 202 Broadway, New York. Postage must be sent for forwarding Catalogues, Newspapers, Photographs, &c.

Situations Wanted.

THE PENMAN'S ART JOURNAL TEACHERS' BUREAU. Penmanship, commercial, and shorthand and typewriting branches only. It brings teachers and schools together. A large acquaintance among schools and teachers enables the management to select good teachers for good schools. Small fee is charged the teacher; no charge is made to the school. Reliable schools seeking teachers, and well qualified, reliable teachers seeking places, are wanted for our lists. No others need apply. Address PENMAN'S ART JOURNAL TEACHERS' BUREAU, 202 Broadway, New York.

AN ENERGETIC young teacher of penmanship, bookkeeping, orthography, arithmetic, etc., is open for an engagement. High school and business college education. Two years' teaching experience. Good health; age 21; weight 128; height 5 ft. 8 in.; unmarried. Good references. Low salary. Ready now. Address "R. V. R.," care of PENMAN'S ART JOURNAL.

AN EXPERIENCED teacher of bookkeeping, business practice, business mathematics, business law, grammar, correspondence, spelling, civil government, algebra, etc., is open for engagement. Is a good business writer. Understands Williams & Rogers and Ellis Systems. High school education, and had a partial course in normal school and university. Middle aged; over 20 years' experience as teacher and practical accountant. Good references. Address "T. C. A.," care of PENMAN'S ART JOURNAL.

MY SPECIALTIES are book-keeping, commercial arithmetic, law, business practice, correspondence and rapid calculation. Can teach Eclectic Shorthand, typewriting, algebra, geography, etc. High and normal school and business college education. 5 years' teaching experience. Familiar with Williams & Rogers', Sadler's and Ellis' systems. Health good; age 25; unmarried. Strong references. Fair salary. Address "C. W. F.," care of PENMAN'S ART JOURNAL.

AN EXPERIENCED Graham Shorthand teacher is open for engagement. Can also teach penmanship, book-keeping, typewriting, etc. Public and high school education. Familiar with Williams & Rogers' Book-keeping. Good health; age 30. Good references. Fair salary Ready now. Address "A. O. D.," care of PENMAN'S ART JOURNAL.

BENN PITMAN and Graham Shorthand and typewriting are my specialties. Can teach bookkeeping and correspondence. Good common school education. Considerable teaching experience. Familiar with Williams & Rogers' and Sadler's systems. Health good; age 28. Good references. Moderate salary. Address "S. I. G.," care of PENMAN'S ART JOURNAL.

TEACHER of book-keeping, commercial arithmetic, commercial law, grammar, penmanship, etc. Normal and business college graduate. 7 years' teaching experience. Familiar with Williams & Rogers', Sadler's, Bryant & Stratton's systems. Health good; age 28; weight 148; height 5 ft. 6 in.; unmarried. Good references Moderate salary. Ready now. Address "O. H. O.," care of PENMAN'S ART JOURNAL.

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The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

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for present enrollment in our Teachers' Bureau unless they are well educated and thoroughly equipped for their work. This does not necessarily mean that they must be experienced, but they must be entirely capable and able to furnish unexceptionable references. Our terms are the same to all. Explanatory circulars sent to all inquirers.

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PENMAN'S ART JOURNAL TEACHERS' BUREAU,
202 Broadway, New York.

☞ We must remind our friends who sometimes write inquiring about particular places without enrolling, that it would be unfair to those who enroll in the regular way to give any information to others. Under no circumstances can we vary the regular procedure laid down in our circular.

Business Opportunities.

IF YOU WANT to reach penmen, commercial school proprietors and teachers supervisors of writing and drawing, etc., THE JOURNAL'S want columns will put you in communication with them. Possibly you have a pen, ink, penholder or something of the kind to put on the market. You may want a partner for some business enterprise, etc. This is the column to put you in communication with the right party.

The price is $2.50 each insertion for ads. not to exceed three-quarters of one inch. If two insertions be paid for in advance ($5) the advertiser will be entitled to a third insertion free, if desired.

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Schools For Sale.

The Journal is frequently asked to negotiate the sale of school property. Under no circumstances can it undertake to do so nor to secure partners or investors. Any one wishing to buy or exchange business college property or to secure a partner can talk through The Journal to practically everybody who would be interested in such matters, and if there are any looking for such an opportunity answers would be assured. The cost is $2.50 each insertion, in the space of ¾ of an inch or less, payable with order. If two insertions be paid in advance ($5) a third insertion will be given free if desired. Ads of this character are set in uniform style under proper classification and have long been a feature of The Journal, so that everybody looks for them in its columns. The identity of the advertiser may be absolutely screened, if desired, by the use of a nom de plume.

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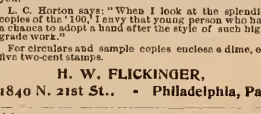

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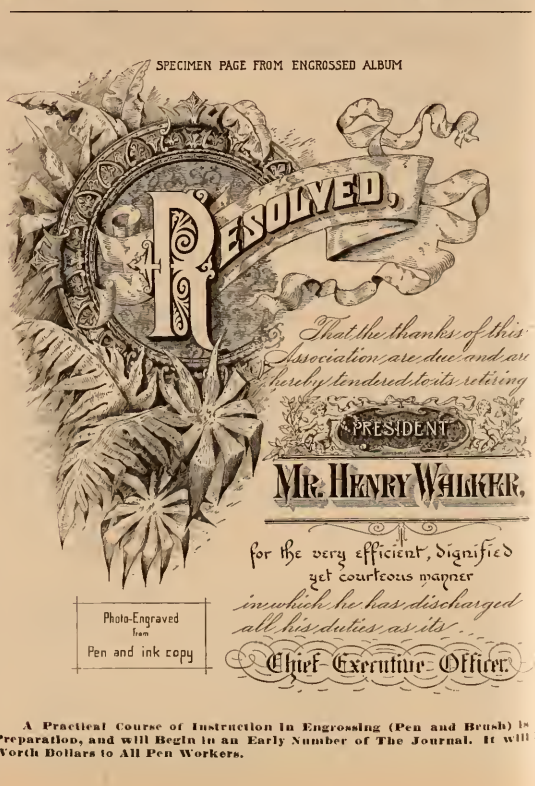

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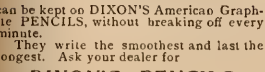

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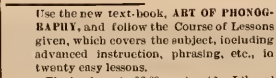

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its bed in the snow;
Bring garlands of green
from the forest afar,
And fashion the wreath
and emerald star.
Bring sweet scented trees from
the far forest's gloom,
Let perfume of hemlock and
spruce fill the room;
Let sweetest of music be
heard thro' the land,
While peace and good will
wander hand within hand.
Let church bell and chime
tinkle loudly and clear,
And let joy reign supreme—
Merry Christmas is here!

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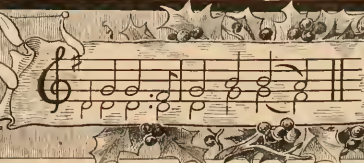

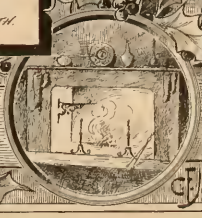

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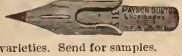

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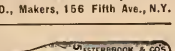

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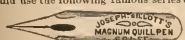

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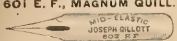

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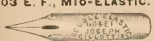

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Editor "Penman's Art Journal."

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Yours truly,

W. H. Beacom

Scores of letters of purport similar to the above have been received since the prospectus of ***"Three Hundred Graded Pen Copies in Rapid Business Writing"*** appeared in the November JOURNAL. They came from eminent penmen and teachers throughout the country. Look out for them in the January JOURNAL.

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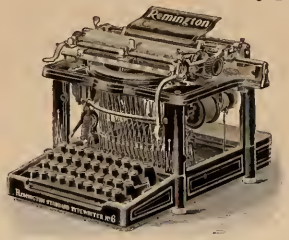

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Penman's Art Journal.

A Monthly Journal of Penmanship and Practical Education.

D. T. Ames, Editor-in-Chief.
W. I. Kinsley, Managing Editor.

NEW YORK, DECEMBER, 1897.

Twenty-first Year.

THREE HUNDRED GRADED PEN COPIES IN RAPID BUSINESS WRITING (beginning with this issue of The Journal) offers advantages over the kind of serial lessons that penmen's papers have been publishing for twenty years, that may be briefly summarized as follows:

They present a great mass of material that any teacher of rapid writing may use in his own work.

They may be easily cut out of the paper and used as movable or permanent (pasted-down) copy slips, or as pen-written copies—which they practically are.

Any part of them can be discarded and new ones substituted without impairing the unity of the whole. They may be rearranged to suit individual methods.

They have no elaborate instructions to confuse the student by conflicting with the instruction he gets at school.

They may be used by students to practice from out of school hours, and in accordance with their own teachers' methods.

They are eminently calculated to "reinforce the work of every teacher and antagonize none."

TWENTY YEARS have passed since The Journal inaugurated the feature of serial instruction in writing that has been maintained with scarcely any change by penmen's papers ever since. Different authors have expounded different methods, but the "lessons" have been on substantially the same plan. Conditions, however, have changed greatly, and it has been The Journal's idea for some time past that a radically new plan of instruction is required to meet these changed conditions. Twenty years ago a large percentage of The Journal's subscribers were of the class usually known as "home learners," or else were under the instruction of teachers who were not penmanship specialists as we understand that term to-day. "There were giants in those days," it is true, but think for a moment (if your age carries you back to that point) how few there were as compared with the expert writing teachers of to-day, who literally fill the land! Then it was necessary to go into the most minute detail relating to every point connected with the lessons. Now no such necessity exists—

Provided the aim is at students who are in school under the instruction of expert writing teachers or have recently been under such instruction.

The Main Course.

That is exactly the class of people The Journal is aiming at in its feature of Three Hundred Graded Pen Copies in Rapid Business Writing. What it proposes to do is to present a large number of graded copies with only a few words of explanation, which might afford a serviceable hint to the teacher, but are not of a kind to confuse the student *by encouraging him to do things one way while his teacher is instructing him to do them another way.* These copies are to be written by one of the best known and most successful writing teachers—L. M. Kelchner. They are to be reproduced in exactly the same size as they were written, so that none of the freedom of motion shall be lost—which sometimes happens when it is necessary to make the copy larger than it normally should be, for reduction in the plate. No effort will be made to refine these copies or impart to them any delicacy by mechanical finish. The idea is to make them as exact reproductions of *actual pen copies* as it is possible to get—size and all. Moreover, they are of just the proper length for ordinary practice paper.

These copies will fit into and supplement the work of any teacher of business writing, the only condition precedent being that he teach a free, easy movement. They will give such teachers an immense mass of material that may be used exactly as copies are used in any published writing book, copy-slips, compendium, or what not. He can reject any part of them or add to them, change their order, correct any detail of which he may not approve, use them as auxiliary to his own classwork, or as a basis of review, or as a supplementary course for the student to pursue outside of school hours; or he may teach from them entirely, and will find in them all the material that is necessary to thorough instruction in rapid business writing.

Even without the teacher's aid the material is of such character that any intelligent student can use it in his practice work, while still *relying entirely on his personal teacher for instructions as to method.*

The main copies will be of the full length practicable for ordinary paper (after the first few lessons substantially every copy will occupy one or more full lines), and will be made by one teacher (Mr. Kelchner), who will also group them into what he regards as convenient lessons. We believe that one mind can carry a work of this kind through better than any number of minds in conjunction.

The Auxiliary Course.

But we also believe that great good may be expected from *turning the flash-light of other expert minds on each point as it is developed.* That brings us to the Auxiliary Course, the nature of which is made so clear by examining Mr. Kelchner's copies in conjunction with those of other penmen on page 225 of this issue as to make lengthy explanation unnecessary. The idea in brief is to give the teacher the benefit of what we may call a "symposium of methods" on every point in the course at it develops. If he wishes to make use of these additional copies, there is just that much extra material to which he may help himself, in whole or part—or he may prefer to reject it all, deeming the main course sufficient. Quite possibly he may here and there find in the Auxiliary Course an exercise or a copy that he prefers to the corresponding copy in the Main Course. Nothing is easier than to make the substitution.

What penman is there among us whose opportunities for doing good work would not be greater by his knowing how a number of other successful penmen do a particular thing that enters into his work? And how easy a thing it is for the teacher to put the student on the right track. There are hundreds of schools entered by The Journal, in numbers ranging from a few copies to several hundred. In the great majority of cases these subscriptions are sent by the writing teacher. Nothing could be easier than for a teacher during his class work, knowing that certain of his students are Journal subscribers, to make any statement with relation to the current lessons that he might think proper; for example, advice to omit a particular copy and substitute one of those in the Auxiliary Course, or advice to use all in both courses. Should it happen that none of the copies at a particular point meet his ideas, a few words of explanation, and possibly a new copy on the blackboard, would occupy but a moment or two and be instructive to the entire class. Remember that The Journal's central idea is to present a scheme of instruction, or rather the *material for instruction,* that at no point will antagonize the teacher's work or methods, and any teacher who would advise his students to take The Journal would not be likely to begrudge a few moments once a month to such slight comment or explanation as we have suggested.

For the rest, the student is expected to handle these copies just as though they were written by his own teacher, and without swerving a hair from his teacher's methods—therefore without requiring additional detailed instructions from either his teacher or The Journal.

To Be of Use.

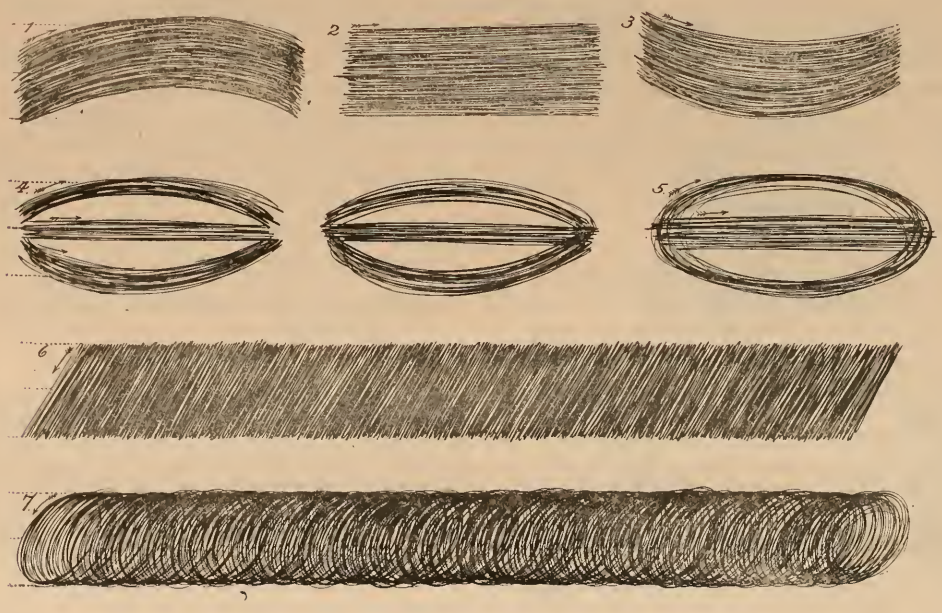
Teachers should not discourage the student cutting the copies out of the paper. It is, of course, a good thing to preserve the paper where it may be consulted afterward, but it is a great deal better to get the good of the paper into one's head, where the consultation is even easier and more profitable. The main copies will be printed so that they may be cut from the paper, and we shall endeavor to keep the pages back of them free from specimens that students would be likely to want to preserve. The one great aim of The Journal during the coming year will be To Be of *Use.*

THE JOURNAL will give a prize of $5.00 for the best complete set of the exercises embodied in Mr. Kelchner's first and second lessons on the next page. These exercises must be written in black ink on white paper. Each contestant to be limited to one set. The competition is limited to students in school under the age of 21. Name, address and age must be written on the back of each specimen submitted and the same forwarded fully prepaid to L. M. Kelchner, Dixon, Ill. All the exercises must be received by him on or before January 29, 1898. In addition to the student's name and address, the name of the school he is attending and of his writing teacher should be written on the back of the paper. To the teacher of the prize winner THE JOURNAL will give a copy of Ames' Compendium of Practical and Ornamental Penmanship.

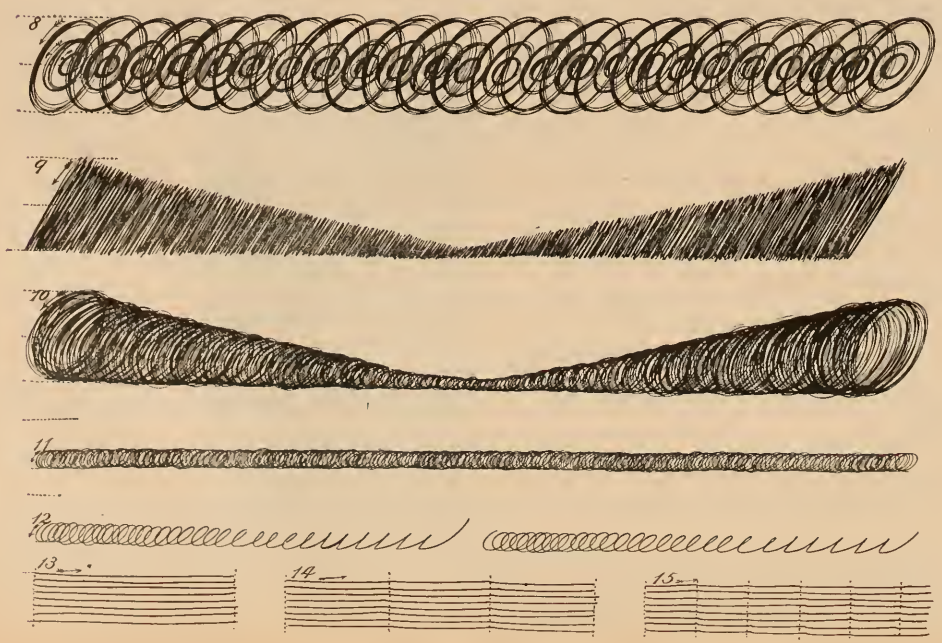
Three Hundred Graded Pen Copies in Rapid Business Writing.

These copies were written with a strong and free movement, and are photo-engraved in exactly the same size. They are not made to look pretty, they are meant *To Be of Use.* I shall do my best to make the copies do most of the talking.—L. M. Kelchner, Dixon, Ill.

Lesson No. 1.



Lesson No. 2.



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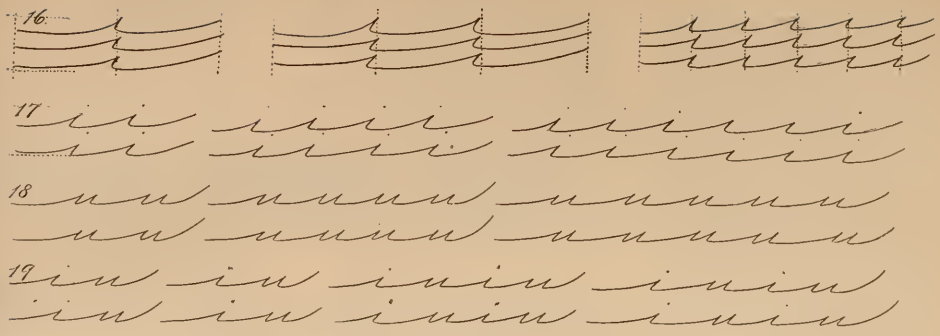

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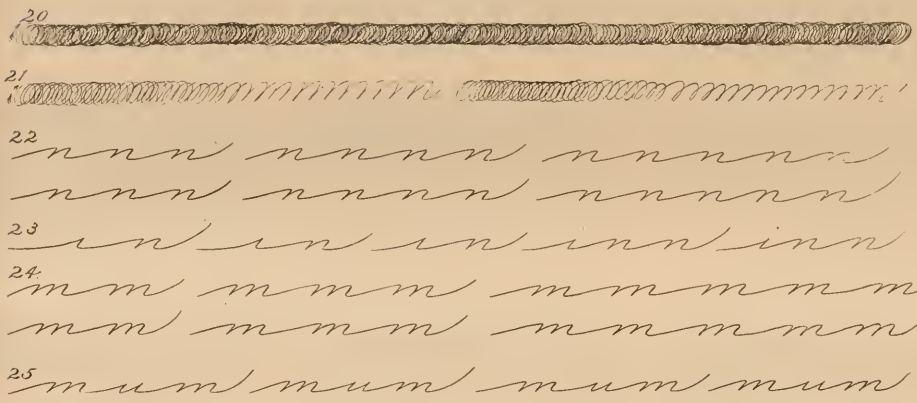


A ——— A

To make a sliding copy without removing from paper cut on above line A A with sharp knife, insert practice paper in slit and move up as you complete each line. For fuller details see article on page 225.

Hints and Suggestions by Mr. Kelchner.

Lesson I.

Copies 1, 2, 3, 4, 5, 6 and 7 are for the development of a good, easy, free and elastic movement, which is the foundation of all good writing. The above I consider the easiest and best exercises at first in which to get control of the writing muscles of the hand and arm. Not one of them can a student afford to neglect.

Try to get an accurate mental picture of the copy before you attempt to make it.

Copies 1, 2, 3, 4 and 5. Write one-third of a page of each before you change. Write in columns down the page.

Copies 6 and 7. Make two spaces in height. One page of each.

Lesson II. Movement Exercises.

Copies 8, 9, 10, 11, 12, 13, 14 and 15. Write one page of each before taking up the next.

Copy No. 8. Make large ovals first, two spaces in height, and retrace each oval eight times.

Copies 9 and 10. Begin these exercises two spaces in height, gradually shorten the down strokes until you reach the middle of the page, then increase.

Copy No. 11. Use only one-third of the space between blue lines.

Copy No. 12. Run half way across the page before raising the pen. Gradually force the down strokes apart until you have a straight line for the down strokes.

Copies 13, 14 and 15. Turn paper and write lengthwise, across the lines. The dotted lines will show you where to pause.

Lesson III.

Copies 16, 17, 18 and 19. Exercises and small letters *i* and *u*. Review each day by working a short time on some of the copies in lessons one and two. I use some of these exercises to start my classes at the beginning of each lesson. They are good "oiling up" exercises.

Copy No. 16. Write across lines. Make as wide space between down strokes as copy See to it that you get a sharp point at top. One page.

Copy No. 17. Write on blue lines. Keep same number of *i*'s on a line as copy. Don't dot them carelessly. One page.

Copy No. 18. Keep same number in group as copy. Make wide spacing between letters, but avoid making letters too wide. Write a line in the middle of blank space between lines. One page.

Copy No. 19. Wide spacing between letters. Straight down strokes. One page.

Lesson IV.

Movement exercises, small letters *n* and *m*. Copies 20, 21, 22, 23, 24 and 25. Copy No. 20. In direct oval. Use one-third of the space between lines. Write one page of each copy in this lesson before you change.

Copy No. 21. Two exercises on a line. Force the down strokes apart until you can make down strokes straight, and form a sharp point on the base line.

Copy No. 22. Keep same number on a line as copy. Try to retrace down stroke at base line a little where you form that point.

Copy No 23. Write same numbr of words on a line as copy.

Copy No. 24. Try to get down strokes of uniform slant. Form a turn at top for *n* and *m*.

Copy No. 25. Wide spacing between letters, same as copy.

Study the copies. Use a good movement. Keep a good position. Do your best. Practice, Practice, Practice, Practice.

Next lesson I shall try to explain briefly my method of giving pages, additional to class work.

L. M. Kelchner, Dixon, Ill.

TO THE LEARNER.

You are supposed to be (or recently to have been) under the instruction of a competent penmanship teacher. We want to say to you at the start—BE LOYAL TO YOUR TEACHER. If there be any conflict between the brief hints that will appear in connection with these copies and the methods of your own teacher, follow the latter every time. You will learn far more and learn more quickly by following one plan than if you should divide your attention between two. If in any doubt on any point consult your teacher and follow his advice implicitly. Don't try to overdo things. The main course of copies will be found quite sufficient for your practice as a rule. Our advice to you is not to touch the auxiliary copies at all until you have first consulted your teacher about them, then use such of them as he directs. For the average learner the main copies will prove sufficient, and it is better to do less and do it well than to try to spread over too much ground.

You are supposed to understand the importance of good position, of free movement, and of operating with good materials. Now go to work with the determination to do your level best and you will bless the day when The Journal devised the plan of "300 GRADED PEN COPIES IN RAPID BUSINESS WRITING."

TO THE TEACHER.

Read what we say on the preceding page—every word of it. Encourage your students to make a proper use of these copies—not merely to scribble. Don't begrudge a few moments occupied in answering questions and pointing out little things that will increase their interest and enthusiasm. Above all aim to mold these copies to your own methods—to fit them to your own ideas, so that the students' work on these copies will be entirely in unison with the regular writing instruction that you give them. In a word, make The Journal YOUR ASSISTANT WRITING TEACHER.

Tell the students whether you think it would be better for them to allow the copies to remain in the paper, or cut them out, or convert them into sliding copies, etc. Don't discourage the students from cutting out the copies if you think that would help them. The idea is TO BE OF USE—and it is infinitely better to preserve knowledge in the head than in a printed volume. Write us freely if we can help you in any way.

Collect the best half dozen pages of practice work every two or three months and send them to The Journal for review.

CLEAR THE TRACK FOR RAPID BUSINESS WRITING!

In order to carry out to its fullest and most profitable extent the plan of instruction mapped out for THE JOURNAL for the coming year, we have deemed it best to transfer to the News Edition of THE JOURNAL in the future the entire Public School Department. This transfer will give us several additional pages for writing instruction features of the kind shown in this issue—Rapid Business Writing—with "300 Pen Copies" leading the procession. In this connection we will say that all who have subscribed for THE JOURNAL on account of its public school features, or on account of articles relating to vertical writing, may upon request have their subscriptions transferred without cost to the News Edition for the remainder of their time. The splendid new plan of instruction inaugurated with this issue will require all the space that can be given to writing features in the Regular Edition.

Comment By the Way.

Teachers' Associations.

THE JOURNAL urges all commercial teachers, East, West, North and South, to make a special effort to be at Chicago at the convention which convenes December 27. This is unquestionably the most important event in the business educator's calendar. It is the grand annual round-up, where we of the craft—all with one grand aim in view, though we may differ as to methods—may get together, learn each other's methods, exchange our knowledge and experience for that of our fellow-worker, and return to our work with all that we took with us—plus much that our fellows brought.

* * *

There was a meeting of commercial teachers a few days since at Hartford. Mr. W. J. Amos, of Stamford, Conn., was the first proposer of the meeting, and was fittingly chosen president of the resulting organization—the Eastern Commercial Teachers' Association. More than half a hundred commercial teachers answered the roll-call at this formative meeting, which grew out of a suggestion of Mr. Amos, embodied in a communication to THE JOURNAL only two or three months ago. Is there not a pregnant lesson in this? Does it not show that the commercial teacher of to-day is alert to seize opportunities for mingling with those of his kind, with a view to strengthening his own knowledge and efficiency, and doing what lies in his power to promote the work of his fellow-craftsmen?

* * *

This strikes the key-note of the convention idea. The grand object, as THE JOURNAL conceives it, is for each of us to pool his knowledge for the common benefit. We are all working to the same end—to make good writers, competent book-keepers, efficient business helpers and directors. No one of us is so wise that he cannot learn something from the experience of others, and the inevitable result is to increase the stock of common knowledge—to enhance the dignity and efficiency of our business-training schools.

* * *

Readers of THE JOURNAL cannot have failed to notice a marked impulse toward organization during the past few months. In that period THE JOURNAL has reported a number of new organizations, State and sectional. But these are local only from the practical standpoint of convenience. In sympathy they are broadly national, and all commercial teachers are welcomed. Had the Eastern Teachers' Association consulted the convenience of its members primarily the meetings probably would have been fixed for the Christmas holidays, but in order to encourage its members to attend the Federation meeting the time of assembling was fixed wisely at another date. THE JOURNAL'S wish is that these associations may continue to increase until they fill all the land. Whenever two or three commercial teachers are gathered together in the name of business education, THE JOURNAL may be relied on to encourage them and promote their work by all means in its power.

* * *

Teachers and Teachers.

THE TEACHER. What have we a right to expect from him? To teach. Yes, and to lead; to hold his students in hand, and govern them, and subject them to his discipline as a general does an army. That is THE JOURNAL'S idea of a real teacher. The man who simply translates a text-book to the student is no teacher worthy the name. He must impress his individuality upon them. He must make them respect his superior knowledge and judgment, and drill into their minds the great primal principle of *obedience*—not servile compliance, but loyal faith in his methods and confidence in his ability. If he is unequal to that accomplishment he is unfit to be a teacher.

* * *

It is said that an ostrich, hard pushed in the chase, will stick his head in the sand and thus present an opportunity for capture. Theoretically, who shall say that the bird's process of reasoning is at fault? He sees nothing threatening his security—therefore there is nothing to see. *Practically*, the hunter relieves him of his pelt. There are teachers whose methods somehow remind us of this alleged ostrich trick (we have too much respect for the ostrich to believe it true). They are on pins and needles lest their pupils shall see something that isn't good for them—and spend half their time sticking the pupils' heads in the sand so that they may feel a sense of security by seeing nothing at all!

* * *

It is only a few weeks since a teacher (that is what he says he is) wrote THE JOURNAL in an evident state of trepidation for advice on a critical point. His troubles arise from the fact that the teaching of vertical writing in the public schools has been made compulsory in his State by law. His pupils come in contact with public school students, and, "in spite of my utmost efforts, I cannot prevent them from frequently seeing this outlandish style of writing. Can you suggest a remedy?"

* * *

Why, certainly. You might "agitate" for a law to bell the vertical writers, so that your pupils might hear them a block or two off and flee for safety. Or you might furnish them with goggles cut bias so as to give a proper slant to all vertical objects. But the safest way would be to treat their eyes with a red-hot poker, so that they would be sure to see nothing harmful—unless you could throw up your job and make way for a *teacher* who has character and ability enough to keep his pupils in hand and make them follow his plan by showing them that it is best for them.

* * *

Mr. Packard or Sam Jones or somebody is fond of telling a cute story about a boy working afield on a hot August day, who remarks, cheerfully: "Pappy, I think fish 'll bite to-day." "Never mind, my son," rejoins the astute parent; "you keep right on hoeing and *they won't bite you*." In Russia they have a fashion of obliterating all "objectionable matter" in newspapers and periodicals with an ink roller, so that the people may not be corrupted. Somehow historians have failed to record that Russian intelligence, probity, patriotism, and progressiveness are comparable with similar conditions in free America; yet some American cities are actually using newspapers in the regular school work—with never a sign of expurgation. Newspapers are common throughout our enlightened land. They enter the office, the home, the school. They tell of crime, scandal, prize-fights, horse-race and stock gambling—but who ever thinks of obliterating these noxious details with an ink-roller? We take them and read them for what is good in them—for what fits us—and leave the rest alone.

* * *

In the end it comes to this: The Ostrich method of teaching is absolutely antagonistic to the spirit of American manhood. The man who spends his time training his pupils to dodge things just because he does not approve of them, instead of driving home in their minds that they must do things his way *because his way is best for them*, may possibly be successful in educating mental acrobats, but he has no place in the chair of a school that is abreast with the times.

* * *

Speaks for Itself.

A CORRESPONDENT, who cautiously signs himself "An old friend and subscriber, not now in position to disclose his identity," sends THE JOURNAL a letter in which he says among other things:

Do you know that THE JOURNAL is being systematically maligned in secret, that its policy is being misrepresented, and a bold effort made to poison the minds of teachers of rapid writing against it?

No, we don't know of any such move, and we think that our correspondent must be mistaken. To be sure there is more or less organized opposition to THE JOURNAL from fake schools, extremely bitter, though often sugared over on the surface. Why shouldn't there be? (By the way, what mortal man ever saw an exposure of fake schools in any penman's paper except THE JOURNAL?) THE JOURNAL most heartily reciprocates the sentiment. Of course all these schools are its enemies, but "there are others," and a good many of them love us for the very reason that we have incurred this enmity. Possibly this is what our correspondent has in mind.

As for misrepresentation of THE JOURNAL'S policy and the work that it is doing, how could any intelligent school proprietor or teacher be led astray? "Here she is—she speaks for herself."

By the way, what do *you* think of her?

EDITOR'S CALENDAR.

AMERICAN NATIONAL BANKING.—By W. H. Sadler and H. M. Rowe. W. H. Sadler, publisher, Baltimore, Md.

The work represented by the above title is Budget C., and consists of a very complete outfit of papers, books, and every sort of stationery used in American national banks. THE JOURNAL has received an outfit, and pronounces it a marvel of completeness. The work embodies an exposition of national banking, including national bank bookkeeping as it is practiced in our leading financial institutions. It defines and gives the learner practice in the performance fo the duties of the cashier, assistant cashier, teller, discount clerk, collection clerk, correspondence clerk, individual bookkeeper, general bookkeeper, clearing house clerk, etc. Interlarded between the leaves of these instructions are the sundry forms that appertain to the particular place in question—deposit slips, checks, drafts, pass books, currency, etc. There are also stock certificate books, stock ledger, general cash book, general ledger, individual ledger, discount ledger, discount tickler, collection register, collection tickler, draft register, remittance register, certified check register, teller's book, daily statement book, depositor's pass book, outgoing papers, certificates of stock, envelopes for various papers—in fact, a regular Klondike national banking outfit. A mere glance at the array of papers fills one with admiration for the industry and care of the authors.

THE MANUAL OF PHONOGRAPHY. By Benn Pitman and Jerome B. Howard. 200 pp. cloth. Published by the Phonographic Institute Co., Cincinnati.

This is the official text book of Benn Pitman shorthand. The work has passed through many revisions since the first manual was written by Benn Pitman, over forty years ago. The last previous revision was in 1885, and was made by the same authors who have collaborated on the present revision, Benn Pitman and Jerome B. Howard. In the new volume very slight additions have been made to the *materiel* of the system. Neither has the plan of presentation been essentially changed. The theory of the authors is that any marked alteration of method would be accompanied by a loss of clearness and simplicity, which have been distinguishing characteristics of the book and have made it popular both for self and class instruction. The chief advances claimed for the present revision consist in a somewhat modified and improved order of presenting the several appendages, in the early introduction of logograms, with suitable exercises, and in the addition of a new and copious set of dictation exercises. The legend, "Three Hundred and Fifth-fifth Thousand," on the fly-leaf indicates the wide popularity of this system among American Shorthand writers.

TEST QUESTIONS ON ARITHMETIC AND BOOK-KEEPING. By M. H. Davis, Davis B. C., Toledo, Ohio. 130 pages, 4 x 7. Heavy paper binding.

This is a handy and useful little volume by an experienced commercial teacher. Its scope and purpose are indicated in the title. The author has done his work carefully and we believe that the little book will be a winner.

THE REPORTER'S ASSISTANT AND THE LEARNER'S GUIDE TO A KNOWLEDGE OF PHONOGRAPHY. A key to the reading of the reporting style of Isaac Pitman Phonography and a course of lessons for learners in shorthand outlines. Fifth edition. Price 35 cents.

BUSINESS CORRESPONDENCE IN SHORTHAND, No. 1. Containing actual correspondence, the forms and expressions met with in the offices of railroad, law and various other branches of business. Engraved in the reporting style of Isaac Pitman Phonography. Revised edition. Price 30 cents.

These are the two latest volumes that have come from the busy press of Isaac Pitman & Sons, whose American headquarters are 33 Union Square, N. Y. This system of shorthand is noted for the richness and variety of its literature—a matter of the greatest advantage to teachers and students.

LITTLE LESSONS IN PLANT LIFE FOR LITTLE CHILDREN. By Mrs. H. H. Richardson, teacher in Springfield School, Richmond, Va. Price 40 cents.

This is a handsome little cloth bound volume of 128 pages, which should appeal to every parent and teacher of young children. The story of the structure and habits of common plants is told simply and well.

HOW TO SEE THE POINT AND PLACE IT. A brochure of 40 pages. By John G. Scott. Laconie Publishing Co., 123 Liberty street, New York. Price 20 cents.

As its name implies, this is a treatise on correct punctuation. The subject is handled in a concise, practical way, and the work should be welcomed alike by teacher and student. No one can afford to mar a letter by faulty punctuation when twenty cents invested in this book will put him on the right track.

Identified.

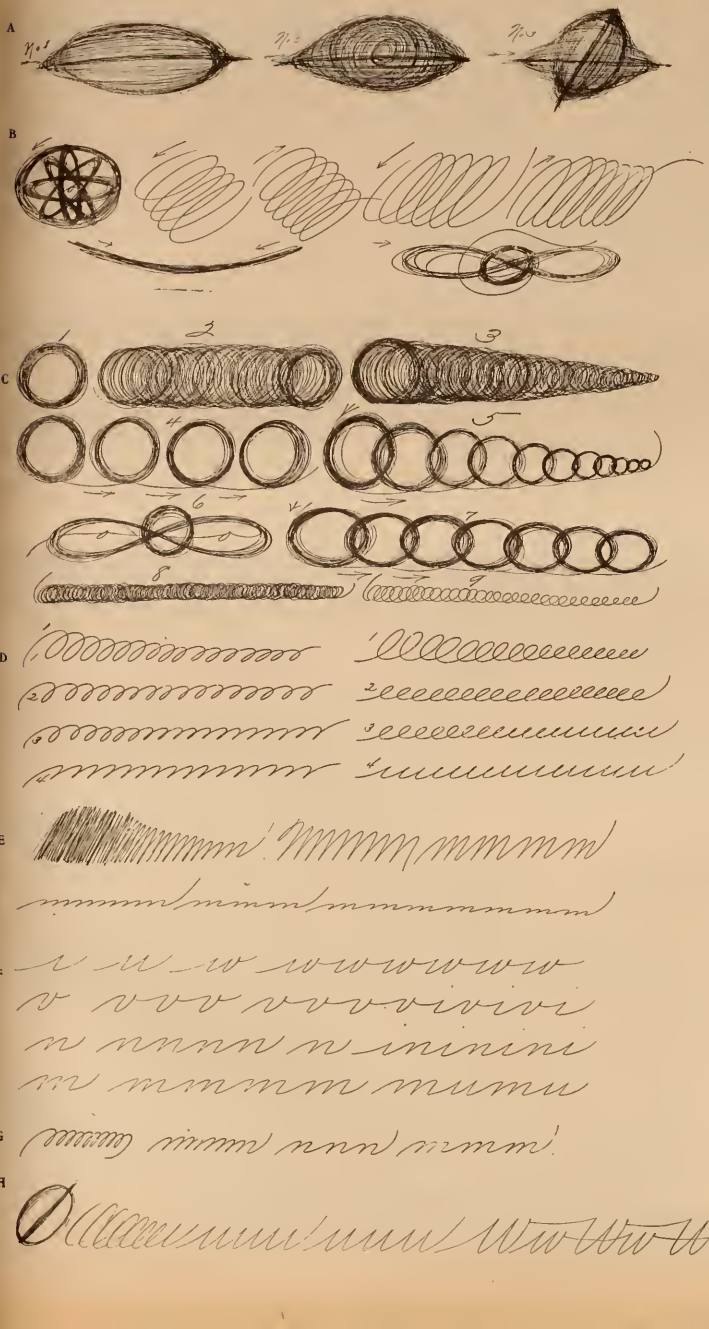
A teacher in one of Newark's public schools drew a spinning wheel on the blackboard last Wednesday, as part of a Thanksgiving Day exercise. Beside the spinning wheel she drew a child dressed in Puritan garb. Then she said to the children: "Who can tell what this little Puritan girl is doing?"

A mite of a girl raised her hand instantly, and when recognized, exclaimed: "Grindin' scissors."

Auxiliary Exercises in Connection with "300 Graded Pen Copies in Rapid Business Writing."

The following exercises are in harmony with, and apply to, the same stage of instruction as the main copies on pages 222-3. They may also be used independently, with excellent results. Lest the student should undertake to do too much, we advise him to consult his teacher before using these copies in connection with the main ones.

These copies are the contribution of eight well-known penmen, to wit: Division 1—by Sam Evans, Williamstown, Ky.; *B*—W. H. Beacom, Wilmington, Del.; *C*—C. C. Lister, Baltimore, Md.; *D*—L. M. Thornburgh, Paterson, N. J.; *E*—C E. Doner, Cleveland, O.; *F*—S. B. Fahnestock, McPherson, Kan.; *G*—G. E. Crane, Sandusky, O.; *H*—J. W. Laupman, Omaha, Neb.



Different Ways of Using Copies.

The copies on pages 222 and 223, and those on this page, may be practiced from without removal from the paper, or they may be cut out and used as movable slips or pasted down as permanent copies. If carefully preserved, in portfolio or envelope, or pasted down in a book, the subscriber will have at the end of the year a permanent work of instruction in Rapid Business Writing, that will be worth ten times the cost of subscription.

To Use as Sliding Copies.

This may be done by simply leaving a margin on each end when the copies are cut from the paper, bending the margin over and sliding down the copy on your practice paper as you complete each line. Another simple way of accomplishing this end without removing the copies from the paper is to cut a slit immediately under the copy (as illustrated in the line A A on page 223), insert your practice paper in this slit and slide it up as each line is completed. The advantage of the sliding idea is that it *keeps the original copy directly before you and next to you as you work.* There are no intervening copies of your own, supposedly more or less imperfect. Of course this requires a blotter, for neatness is one of the great requisites of good writing, but many who have tried the plan think that the result is enough better to amply compensate for the little extra trouble. Take out your pocket knife, make a clean cut on the line A A, and try it for yourself.

It Would Cost You About 20 Years.

ANACONDA MONT Nov 3d 1897

Friends
AIMES & ROLLINS & Co.
No. 202 Broadway N. Y.

Jents I have apaclier wont I know wou will Laugh we wout a dye to stamp io Bras a fatcimle of the Eagle side of a twenty dollar gold Piece thus
—1 in long
(drawing) Cut or made and tenperd
what will it cost me sent by mail Please let me know soon an I will sent you the money
Address
JOS. F. GODELLEAP
Anaconda Mont

An Autograph Quilt.

One of the greatest curiosities in Topeka is a quilt made by Mrs. Cornelia Blackman, of Pittsburg. Mrs. Blackman is 74 years old and spent ten years of her life working on the quilt.

The quilt is made of bits of ribbon, each containing the autograph of some statesman or well known man or woman. Mrs. Blackman sent the ribbon to the celebrities herself, and she collected 479 autographs in that manner.

Among the names on the quilt are Roscoe Conkling, ex-President and Mrs. R. B. Hayes, Benjamin Harrison, Grover Cleveland, Kate Field, General W. T. Sherman, Senator John Sherman, Lotta, Kate Douglass Wiggin, W. Q. Gresham and P. B. Plumb. To every name attaches some interesting history. For instance, Mrs. Blackman sent a piece of ribbon to Roscoe Conkling for his signature. He blotted one side, and turning the ribbon over, wrote on the other side. She returned the disfigured ribbon to him and told him that she was surprised that a man of his standing should treat an old woman as he had done. This had its effect, and the ribbon came back all right, with a letter from Mr. Conkling apologizing for his carelessness.

Mrs. Blackman says that she has secured signatures from but two people who have not made themselves famous by some act. Those two are John W. Mackay, the California multi-millionaire, and Ward McAllister, now dead, but who was the leader of New York's Four Hundred for many years. She says she does not consider that these men ever did anything to entitle them to a place among the famous on the quilt, but she put them there to have variety.—*Topeka (Kan.) State Journal.*

Millions Paid to New York Teachers.

The single item of teachers' salaries in the schools of New York city, exclusive of the evening schools, amounts to $4,500,000 for the year 1898, and for the compensation of janitors more than $400,000 will be paid. The school supplies, books, maps and stationery, will cost more than half a million dollars, and there is an other item of expense, "repairs to pianos," $7,000. These figures do not include, of course, the expenditures for school purposes in the other portions of the Greater New York.

A GREAT HIT FROM THE START.

"TO BE OF USE."

Since the publication of the November JOURNAL with its prospectus of THREE HUNDRED GRADED PEN COPIES IN RAPID BUSINESS WRITING we have been literally bombarded with enthusiastic comments from leading penmen. Scores of such letters have been received—and *not a single one criticising the plan.* It is our purpose to publish extracts from a number of these lettere next month. For the present we shall have to content ourselves with picking out brief expressions from a few of them:

From C. C. Lister, Sadler B. C., Baltimore, Md.

I am delighted with your new plan. In my estimation nothing so practical has ever been published.

G. Bixler, Bixler B. C., Wooster, O.

It is the biggest undertaking of a penmanship paper I have yet heard of, and should be worth many dollars to every subscriber.

S. L. Olver, St. Louis, Mo., C. C.

I heartily endorse the plan.

L. B. Sullivan, Huntsville, Ala., B. C.

Just what we want. The idea can't be improved.

N. C. Brewster, Elmira, N. Y., School of Commerce.

A helpful and valuable feature.

F. O. Gardiner, Stockton, Cal., B. C.

The plan suits me exactly.

J. H. Smith, Sullivan and Crichton B. C., Atlanta, Ga.

It is a grand scheme.

G. E. Weaver, Mt. Morris, Ill., Coll.

The most practical and beneficial thing that was ever undertaken by a penman's paper.

G. M. Langam, So. West. B. C., St. Louis, Mo.

The grandest idea in its line of the times.

W. H. Sadler, Baltimore, Md

Your idea is a good one, and no doubt will meet the many objections that some of the school proprietors have had to the jimcracks and flourishings that have appeared in penman's papers.

J. P. Simon, Superior B. C., West Superior, Wis.

One of the grandest moves THE JOURNAL has ever undertaken.

C. O. Menx, Pensacola, Fla., B. C.

I heartily endorse the idea.

C. W. Ransom, Central Coll., Kansas City, Mo.

I believe you have touched the key-note which will harmonize with every voice in the profession.

F. Taylor, Tubbs B. C., Emlenton, Pa.

The most practical scheme ever undertaken by a penman's paper, both for student and teacher, lay and professional.

E. C. Mills, Rochester, N. Y.

I like your new plan very much.

W. E. Cogswell, Atkinson's B. C., Sacramento, Cal.

Another great scheme which marks the excellency of THE JOURNAL.

J. H. Hesser, Pa. B. C., Lancaster, Pa.

What next! what next! Yes, do away with the other stuff and give us copies—graded copies—graded pen copies. I have found that the majority of subscribers do not read those elaborate "instructions and explanations." The scheme is *the* thing.

W. C. Hawey, So. Short. and B. U., Atlanta, Ga.

The new feature will splendidly supplement the teachers' work in class.

J. P. Amspoker, Sharon, Pa., Coll. of Com.

Your new plan will re-establish THE JOURNAL as indispensable to successful writing teachers and pupils everywhere.

A. H. Ross, Troy, N. Y., B. C.

Marks a new era in teaching of penmanship, and places THE PENMAN'S ART JOURNAL still further ahead of its contemporaries.

C. J. Becker, Thibodeau's Lit. and C. C., Fall River, Mass.

A grand idea.

E. W. Van Kirk, Wichita, Kans., B. C.

You are certainly giving us the finest paper that ever was published in the interest of penmanship.

E. M. Barber, Packard's Coll., New York.

In point of profit, the scheme promises larger and better results than any departure from conventional lines that I have hitherto noted in the progress of penmanship journalism. It has always seemed to me that THE JOURNAL *has stood for breadth of view.*

What Do You Think of the New Feature?

OTHER NEW FEATURES FOR 1898.

A number of new features for 1898 have been prepared and others are being prepared. They are all helpful features, in keeping with THE JOURNAL'S programme—*To Be of Use.* Among those to begin with January are:

PRACTICAL PEN LETTERING AND ENGROSSING.

This will be a series of short papers illustrated at every point and published with a view to helping the pen worker to increase his earnings. The main part of the work will be done by W. E. Dennis of Brooklyn, whose engrossing work has a wide reputation.

PRACTICAL AUTOMATIC PEN WORK.

This subject will also be treated from a strictly practical point of view. The aim will be not so much to produce pretty things as to teach young penmen how to do things that will bring them dollars. This feature will include contributions from several of our most successful shading-pen artists, including A. B. Cushman and Geo. W. Hess.

LESSONS IN CARD WRITING.

F. W. Tamblyn, whose excellent short course of lessons in advanced business writing ends with this issue, will begin next month a practical course in card writing.

POSITION AT DESK, HAND POSITION, PEN HOLDING, MOVEMENT.

In beginning our new writing instruction feature in this issue, we have purposely omitted consideration of these details for the reason that this feature is aimed more particularly at students in school. Practically all of these have passed this initiatory point. For the benefit of those JOURNAL readers who may be styled "home students," we have asked Mr. Kelchner to give us a condensed article covering these points, and will present the same in the next issue of THE JOURNAL, with proper illustrations.

SKETCHES FROM NATURE.

By C. P. Zauer, will be resumed next month and run through several issues. We regret that the current installment was crowded out, with much other matter, including The Editor's Scrap-book.

PUBLIC SCHOOL DEPARTMENT.

THE JOURNAL editors have associated with themselves for the conduct of the Public School department Miss Lucy E Keller of Duluth, Minn. Miss Keller is one of our most successful and best known public school specialists in the line of writing. She is also thoroughly conversant with the duties of the grade teacher. She will take charge beginning with the next issue, and everything possible will be done to strengthen and improve the Public School department.

Hereafter this department will appear only in the News Edition of THE JOURNAL, as we need all the space in the Regular Edition to carry out our new course in rapid business writing. All who have subscribed for THE JOURNAL for its public school features have only to write us to that effect, and the remainder of their subscription will be transferred to the News Edition without cost.

The News Edition will also continue to contain the school and personal items, technical papers for teachers, and such matter generally as appeals to the teacher and school proprietor rather than to the student. Nearly all the teachers and proprietors are already on our Professional List, which is confined to the News Edition.

On to Fifty Thousand!

We take this opportunity to extend to our friends our heartfelt thanks for recent favors in the clubbing line and to express our deep appreciation. We have received clubs from literally hundreds of school's and pledges of clubs from hundreds of others. We shall give full and explicit credit, but it is impossible to devote the space to that purpose in this issue. From the way subscriptions have been pouring in (despite the fact that our heavy season is always after the New Year) it does not seem extravagant to say that our expectation of fifty thousand subscribers seems to be a reality of the near future. The cost of the regular edition in clubs is only 25 cents, and many schools this year are making a clean sweep. Where else in the world can you get as much penmanship instruction and inspiration for ten times 25 cents?

Boasts are idle. Figures talk. In our issue for November, '96, was published a statement of THE JOURNAL'S circulation for the preceding twelve months. It showed an average of 14,454 copies. THE JOURNAL for last April records the fact that the circulation had jumped to a point above 17,000 copies.

The total circulation of The Journal for the past twelve months has been 236,500—an average for the year of 19,708 copies. The smallest edition printed since last spring has been 20,100 copies. This shows a growth unprecedented in penmanship journalism. To carry out the plans that we have in view The Journal ought to have not less than fifty thousand subscribers. We believe that we shall get them. Will you do Your part?

SUBSCRIPTION PRICE.

The price of the Regular Edition of THE JOURNAL (we always refer to this edition when we say "THE JOURNAL") is 50 cents a year, 5 cents a copy. The price of the News Edition (which is the Regular Edition plus four extra pages devoted to news and miscellany—hereafter this will also contain the Public School department) is $1.00 a year, 10 cents a number. Liberal reductions are made for clubs. Agents wanted in every school and community. If there is not an active agent in your school or neighborhood it may be your opportunity. Circular giving special clubbing reductions and specimen copies for canvassing will be sent to *bona-fide* agents.

TO CLUB SUBSCRIBERS.

This paragraph marked means that your sub. expires with this number and that you will receive no more papers unless you subscribe again. If there is no agent convenient to you we will accept your renewal at the same price you paid last year—provided you give us particulars as to when and through whom you subscribed, and either take the agency yourself or suggest some good person for that purpose. *If you miss* THE JOURNAL *next year you will miss more than any penman's paper has ever previously given in two years. Be wise to-day.*

CHANGING ADDRESSES.

Our subscription list is now kept by States, so that we can't find your address to change it unless you give us the address from which you have changed. We must have a full month's notice of the change, or else you must arrange to have your paper forwarded.

PROFESSIONAL LIST.

Only subscribers for the News Edition at the full price of $1.00 are entitled to be entered on our Professional List. Most of the commercial school proprietors and teachers are on this list. Their subscriptions are not cut off at the expiration of the year, as in the case of club subscribers, but are continued, proper notice being given. Under no circumstances can we afford to enter clubbing subscriptions on this list.

Note the address on your wrapper carefully. If it is not exactly right let us know at once. No use to bother the agent. Nothing can be done until the facts are sent us, and you would better do that direct, thus saving time and trouble.

A FEW SPECIAL HOLIDAY OFFERS.

For $1 we will give a year's subscription and mail postpaid our beautiful solid gold stick pin—an article that of itself would cost twice as much at regular jeweler's prices.

For $1 we will give a year's subscription and send postpaid a celebrated Lincoln Fountain Pen. In connection with another publication last year we sent out these pens by the gross. With each pen was an offer to refund every cent of the money if the pen was unsatisfactory—the receiver to be the sole judge. Not a single pen of all the hundreds was returned to us. The same guarantee is made in this connection.

The Lincoln Fountain Pen consists of a gold pen of the best quality, with finest iridium points, and a hard rubber holder of best quality, either plain or beautifully chased. Regulation size—nearly seven inches long when opened.

The points are fine, coarse, medium, and stubs. Say which you want.

The Lincoln Fountain Pen is noted for being *always ready to write.* The ink is where you need it.

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What neater holiday present could you make to a young friend than a year's subscription for THE JOURNAL? Besides doing him a genuine service, you will be giving him a present that will last all the year and remind him of the giver every month. We will enter three subs. for $1. Five to ten subs. for 30 cents each; twelve or more for 25 cents each. If you inclose extra postage we will write each subscriber informing him that his name has been entered, and ask him to accept the same with your compliments.

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NEWS AND MISCELLANY SUPPLEMENT.

PENMAN'S ART JOURNAL,
NEW YORK, DECEMBER, 1897.
NEWS EDITION.—$1 A YEAR.

MIRROR OF THE PROFESSION
NEWS, VIEWS AND REVIEWS

SCHOOL AND PERSONAL.

General.

Recent JOURNAL office visitors are Frank L. Bickmore and F. B. Moore, Rider B. C., Trenton, N. J.; W. B. Joiner, Cortland, N. Y., B. C.; R. C. Metcalfe, Wood's B. C., Newark, N. J.; Byron Horton, Packard's B. C.; C. Claghorn, B. & S. B. C., Brooklyn; I. L. Smith, Pittston, Pa., B. C.; M. H. Fox, Y. M. C. A. Evening School, Brooklyn; F. H. Read and R. A. Kells, New York Bus. Inst.; W. C. Henning, Pernin School of Phonography, Brooklyn; E. S. Hawkins, Evening High School No. 12, Brooklyn; W. E. Cornell, formerly of Capital City C. C., Des Moines, Ia., now 39 Bond St., New York.

— In a late copy of the *Washington Heights Gazette* we find a very scholarly two-column article on the "Study of Music from the Standpoint of Culture," by E. M. Barber, of Packard's B. C., New York. Mr Barber is one of the profession's best violinists, and Mrs. Barber is well known in the metropolis as a fine pianiste.

— While in Albany, N. Y., recently on an expert hand-writing case in the courts, THE JOURNAL's editor dropped in to the Albany Bus. Coll., conducted by Messrs. Cassell & Hoit, and was pressed into service to give a short talk to the students. He found the large rooms of the school crowded, and had an enthusiastic and attentive audience of young people during his forty-five minutes' talk.

— The commencement exercises of the Peirce School are always magnetic, and seem to attract some of the strongest speakers who are before the public. THE JOURNAL is in receipt of an invitation and programme to attend the graduation exercises of the 32nd class on Friday afternoon, Dec. 17, at the American Academy of Music, on which occasion George Louie Wagner, President of the Board of City Trusts, will preside. An annual address will be delivered by Hon. James H. Eckels, Comptroller of the Currency. An address to the graduates by St. Clair McKelway, LL.D., editor of the *Brooklyn Eagle*; Rev. Joseph N. Blanchard, D.D., and Rev. John Thompson also took part in the exercises. The invitation from a mechanical and artistic point of view was gotten up in the swellest possible manner.

— The Shamokin, Pa., *Daily Dispatch* devotes a column of space on the first page, with big headings, to the banquet and entertainment of the Shamokin Bus. Coll. Alumni, at which 200 were in attendance. A fine programme and an elaborate menu made happy all present, and Messrs. M. M. Link and M. S. King had reason to be proud of the success of their institution and its graduates.

— The Stanberry, Mo., *Herald* gives an account of the entertainment given by the penmanship class of J. C. Olson of Nor. Stanberry Nor. School. Prizes were awarded to the students making the most improvement in penmanship, and a good programme, together with refreshments, filled out an enjoyable evening.

— At the Brooklyn Academy of Music on Wednesday evening, Dec. 8th, large classes of commercial and shorthand students received diplomas from the Long Island Bus. Col. The splendid theatre was packed with an enthusiastic and appreciative audience, friends of the graduates and school. Principal H. C. Wright has one of the best equipped business schools in the country and owns his own building—a splendid one. The audience at these commencement exercises, made up as it was of the elite of Brooklyn, is an earnest of the hold that Mr. Wright's school has on Brooklyn people.

Movements of the Teachers.

— W. H. Mahoney, formerly of Worcester, Mass., and late of Port Byron, Ill., Acad., is the new teacher in the Warren, Ill., Acad.——F. L. Tower is teacher of penmanship in the evening classes of the Y. M. C. A., Pittsfield, Mass.——W. C. Henning, late of Davison, Mich., is now connected with the New York School of Pernin Phonography, Brooklyn.——J. T. F. Langhner is teacher of penmanship in the Marion, Ind., Nor. Coll. ——F. F. Musrush, a late Kelchner student, is now penman of the International B. C., Saginaw, Mich.——G. E. Crane, late penman of the Sandusky, O., B. C., is now teacher of penmanship in Public Schools of that city. ——J. G. Harmison, late of Anderson, S. C., is now connected with Draughon's B. C., Nashville, Tenn.——C. E. Towne is no longer connected with the Bliss B. C., Biddeford, Me.——F. H. Criger, late of the Milwaukee, is now penman of Williams' B. C., Pasadena, Calif.——F. H. Read, late of commercial department of Lyndon Centre, Vt., Inst., is now connected with the New York Bus. Inst.——S. C. Cross, Grand Rapids, Mich., has become connected with the Raleigh, N. C., B. U.——Charles G. Marshall, Fremont, Mich., is now a member of the faculty of the Ohio School of Bus., Dayton, O.——H. G. Greene is no longer connected with the Cranston High School, Auburn, R. I.——A. Percy Brown is Principal of the Com'l Dept. of the Salem, Mass., High School.——Walter L. Smith is Principal of Com'l Dept. of Laconia, N. Y., High School.——Miss Edith L. Swain is no longer teaching in the Putnam, Conn., High School.——G. E. Spalding has charge of the penmanship classes in Spalding's C. C., Kansas City, Mo.——O. A. Ferring, late of Willmar, Minn., is now teaching in Temple College, Philadelphia.——B. C. Hanes, formerly of Chicago, is a new member of the faculty of the Bleir B. C., Spokane, Wash.

School Changes.

— Percy Warr and Herbert Elliott have become proprietors of the Danville, Ill., B. C., having purchased the institution from the former proprietor, A. L. Van Buskirk. Mr. Warr is the son of J. W. Warr of Moline, Ill., and Mr. Elliott is the son of G. W. Elliott of the Burlington, Ia., B. C.——President Albert Holbrook of the National Nor. Univ., Lebanon, O., has resigned from that institution. Mr. Holbrook is 82 years of age and founded the first independent normal school in the world —the National Normal Univ. of Lebanon. This institution will be conducted by a stock company. Mr. Holbrook has become Chancellor of the Southern Normal Univ., Huntingdon, Tenn., of which institution J. A. Baber is President and E. S. Brugh is Prin. of pen. and com'l depts.——A. W. Young is now sole proprietor of the New England B. U., Lowell, Mass.——J. W. Mahan has moved Mahan's C. C. from Sherman to Cleburne, Texas. The citizens of Cleburne took fifty-four $50 scholarships to bring about the removal.——Davis Military School, Winston, N. C., has passed into the hands of the receiver and is closed for the present.——H. J. Minnick, recent principal of the Findlay, O., B. C., has purchased one-fourth interest in the Defiance, O., College. The Findlay papers speak highly of Mr. Minnick and of his success with the Findlay school.——J. J. Truitt has opened an independent penmanship school in Oakland, Cal.——B. S. Underhill, late of Underhill's B. U., Rochester, N. Y., has purchased Clark's B. U., Lockport, N. Y., and has changed the name to Lockport B. U. G. B. Jones will be penman and secretary of the institution.

Fresh School Literature.

— A catalogue containing more than a dozen fine halftone engravings, many of them from wash drawings, printed on a good quality plate paper, has been received from the Gutchess College of Business and Shorthand, Detroit, Mich. Prin. S. D. Gutchess knows what is what, and his catalogue shows that he knows it.

— The Steinmann Inst., Dixon, Ill., sends out a neat, well arranged catalogue. A number of half-tone cuts give a good idea of the building and its equipment.

— The catalogue of the Holmes' English and Bus. Col., Portland, Ore., Miss. G. Holmes, Prin., gives every evidence of a well conducted, prosperous school.

— Other catalogues and booklets have been received from the following institutions: Spencerian B. C., Dubuque, Ia.; Stanberry, Mo., Nor. School; North-Eastern Ohio Nor. Coll., Canfield, O.; Central B. C., Toronto, Ont.; State Nor. School, Albion, Idaho; New International B. C., Bay City, Mich.; San Francisco, Cal., B. C.

— Well handled college journals have been received from the following schools: Warner's Bus. Sch., Elmira, N. Y.; Dallas, Tex., B. C.; Tubb B. C., Emlenton, Pa.; Capital City C. C., Des Moines, Iowa; Clinton B. C., Clinton, Iowa; Marion Coll., Marion, Ind.; Atlanta B. C., Atlanta, Ga.; Mt. Morris Coll., Mt. Morris, Ill.; Childs' B. C., Holyoke, Mass.; Coleman National B. C., Newark, N. J.; Canton, O., B. C.; Modern B. C., Seattle, Wash.; Sherman B. C., Sherman, Tex.; Wichita C. C., Wichita, Kans.; State Nor. School, Emporia, Kans.

Hymeneal.

At the home of Mrs. Mary A. Lewis, 842 Liberty St., Meadville, Pa., the home of the bride's mother, on Tuesday, Dec. 21, Miss Estella Gordon Lewis will be married to Mr. McGuire A. Conner. Mr. Conner is the well known penman and commercial teacher connected with the Meadville Commercial College.

Condition of the Schools.

(ADDITIONAL REPORTS.)

Since going to press with the November number of THE JOURNAL we have received quite a number of letters giving reports of the conditions of schools in various parts of the country.

Our school at the present time is larger than it has been for several years at this time of the year. The prospects are very promising for a much larger school than we have had in the past two years.—Northwestern B. C., Madison, Wis. ——School is fuller at this time of the year than ever before. —H. F. Cook, DeFuniak Springs, Fla., B. C.——Duff's College has started with a good attendance and promises to improve as the wintry weather comes on. Considering the times, we have no cause to complain.—W. H. Duff, Duff's College, Pittsburg, Pa.——Prospects are better for this school than last year.—Albert Bacon, Lincoln, Nebr., Nor. Univ.——We have a larger attendance than ever before.—M. O. Graves, Petoskey, Mich., Nor. Sch. & B. C.——Springfield is suffering more from hard times than at any other time during the past four years. Business with us is holding its own. Our Worcester school is about 25 per cent. larger than a year ago.—E. E. Childs, Childs' B. C., Springfield, Mass.——I have a good school. Prospects look bright for the future.—M. S. Crook, Towanda, Pa., Bus & Short. Coll.——Our business has never been more prosperous since the opening of the school four years ago. We have a much larger attendance than ever before, with a long prospective list. Business in general in this section is improving rapidly.—D. J. Rowe, Rowe College, Johnstown, Pa.——School is full and prospects brighter.—Maxwell Kennedy, Prin. Rushville, Ill., Nor. Coll.——Last year we had an increased attendance over the year before and this year we have an increased attendance of 30 per cent. over last year. Business commercial is crowded and we will be compelled to make changes to accommodate more applicants.—I. M. Walker, Albany, Oreg., Coll.——Business is better with us than for several years before. There is every indication that things are improving in this section.—Miss G. Holmes, Holmes' English & Bus. Coll., Portland, Oreg.——Business is fair but collections are hard. More people than ever want to go to school, but they find it hard to save money enough to pay for it.—J. M. Frasher, Wheeling, W. Va., B. C.——Our school did more business the first six months of this year than it ever did in one full year before.—M. J. Caton, Caton's School of Bus., Buffalo, N. Y.——There is some improvement this year over last year, especially the advanced classes, as they are staying with us better than formerly.—R. H. Chambers, Prin. Com'l Dept. St. Joseph, Mo., High School.——Our business has shown a decided gain over that of the last two or three years.—G. E. Spalding, Spalding's B. C., Kansas City, Mo.——Our school has enrolled more students than ever before.—J. F. Mountz, Carlisle, Pa., C. C. ——School is booming. Attendance never better, and I am doing the work of my life.——C. E. Lowe, Prin. Com'l Dept. Southwestern Kansas Coll., Winfield, Kans.

School Closings in Pennsylvania.

There seem to have been "hot times" recently for certain Pennsylvania schools. We refer to the schools usually known as "Wood's Colleges." We have received letters and newspapers indicating that these schools, located at Mauch Chunk, Wilkes-Barre, Hazleton, Shenandoah and Pittston, have recently closed doors. Some of these communications, and especially the comment in some of the local papers, is of an extremely lurid character. We are not prepared to say who is at fault, or indeed who were either the real or the nominal owners of these schools at the time of suspension. As a result of some communications received by us several months ago, we suggested to Mr. F. E. Wood to make a statement in THE JOURNAL as to the ownership of the schools. He did so in the September number, to which any one interested may turn. Personally, we confess that it has been difficult for us to keep up with the changes.

Some of the Pennsylvania papers, and also JOURNAL correspondents, state that unlimited scholarships have been sold, largely to children of poor miners, and not taught out. Both the Woods, F. E. and S. I., deny this is the case so far as they are concerned. S. I. Wood, in fact, says that the Hazleton school has not failed at all, is simply taking a vacation; that there are but eleven outstanding scholarships for which he is responsible; that they have only a little time to run, and that he has paid his former principal, W. P. Wright, to teach them out. He called at THE JOURNAL office a few days since and left the following signed statement:

Mr. S. I. Wood's Own Statement.

Mr. S. I. Wood, proprietor Wood's B. C., Newark, called at THE JOURNAL office Tuesday, December 7, and requested THE JOURNAL to publish this statement relating to his connection with the business school at Hazleton, Pa., known as Wood's Business College.

Mr. Wood states emphatically that the school did not fail, but that all the contracts issued by him and M. J. Martin are fully provided for. He further states that the comment of the Hazleton press derogatory to himself is untrue, and that he has met obligations of every character that he incurred in connection with the school at Hazleton and other schools in Pennsylvania, and if there should be a student or creditor that has been overlooked by the principal, W. P. Wright, that he stands ready to meet such obligation promptly.

The school has closed for a vacation because of the inability of the patrons to meet their payments, and as soon as times are better the school will reopen.

[Signed] S. I. Wood.

THE JOURNAL is in no position to decide as to the merits of this matter or to accuse any one of fraud or bad faith. If it be true that unlimited scholarships have been sold and contracts unmet in the manner charged in various Pennsylvania papers, THE JOURNAL does not hesitate to say that for the honor of the business teaching profession honest school proprietors and teachers ought to combine to bring the guilty parties, whoever they may be, to justice, and wipe the stain off the fair name of American business education. THE JOURNAL has extended to the Messrs. Wood the privilege of making their own untrammeled statements in its columns. It hereby extends this privilege to all concerned, with the suggestion that such statements should be as short as possible and directly to the point, and that they come with more force when embodied in the form of an affidavit. While THE JOURNAL will not accuse any one in the absence of absolute proof, and certainly would do nothing to injure the legitimate business of any man, it will under no circumstances suppress facts that properly come within its province. The *truth* cannot hurt.

The Journal's Professional List.

A subscriber writes:

"Are school proprietors and teachers expected to have their subscriptions entered on your professional list at $1, or do they have the privilege of subscribing with their clubs at the clubbing rate?"

No one is "expected" to have his subscription entered on the professional list or any other list of THE JOURNAL, unless he wants to. Yes, indeed, he may come in with the club if that suits him better. As a matter of fact, the majority of school proprietors and teachers who take THE JOURNAL have their names entered on the professional list and pay $1 for it, although a great many of them send in clubs at reduced rates. For example, the Messrs. Burdett of Boston, who think nothing of sending to THE JOURNAL a club of four or five hundred subscriptions, invariably accompany it with a $1 check for their personal subscription. It is only a day

or two since that a similar check came from Brother Miller of Newark, to the credit of whose school we recently entered about a hundred subscriptions.

This presents a phenomenon that we don't pretend to account for. Possibly our professional friends think that $1 is only a fair price for a paper that is as expensive as THE JOURNAL. Possibly they know that it is the only list that yields a fair margin of profit and figure it out that it is worth while to patronize the one paper that spends a great deal of money in keeping right up with the news and everything relating to their profession, and on various other professional features that are not to be found elsewhere.

We do not intend to account for this, much less to dictate to our friends what they shall do and what they shall not do. For any one to be enrolled on our Professional List the price will be $1 a year without any discount. This list includes the News Edition only. Unlike clubbing subscriptions, which are cut off promptly at the expiration of the time paid for, these subscriptions are continued unless we have instructions to the contrary. Notification is given when the year is up by marking a paragraph like the one below. Should any one want to discontinue it is only necessary to drop us a postal. Should any one on this list wish to resubscribe in a club, it will still be necessary to instruct us to remove the name from the Professional List. Otherwise he will get two papers, as we are dealing with tens of thousands of people and it is impossible to carry such details in mind.

In conclusion, we heartily wish every one of our friends a Merry Christmas and a Happy and Prosperous New Year—and many of 'em.

This paragraph marked means that your name is entered on our Professional or permanent List (News edition) and that another year is due ($1). No subs. taken at less than $1 are entered on to this list. Prompt remittance is requested.

How Much Time of a Ten Months' Course Should be Given to Text-Book Work?

Paper Prepared for Meeting of Eastern Commercial Teachers' Association, Hartford, Conn., November 27, 1897.

This is the exact form of the question which the Committee on Programme of this body has given me to answer, and I shall try to answer it in my own way. Strictly speaking, however, nobody can answer it.

If I were pressed for an immediate answer I should say it depends upon three things: 1st, the pupil; 2nd, the teacher; 3rd, the text-book; and to these I would add a 4th, which would cover all the others; namely, What is embraced in a "course?" I am aware that I am speaking to a body of commercial teachers, and that we are supposed to be the conservators and the promoters of "Commercial Education," if anybody can define that phrase. But if the public in general is not strictly informed as to what a commercial or business education is, we who are in it ought to know; and so, without further question, I will proceed upon the assurance that we do know. Whatever else we do, or aim to do, we seek to prepare young men and young women directly and positively for clerkships. This purpose and scope of our work has been often questioned, and sometimes ridiculed—according to the caliber and temperament of the critic; but it has never been successfully combatted; and when it is, there will be no longer any good use for business colleges or business schools. Some effusive purveyors of modern slang have attempted to belittle this main purpose of our work by stigmatizing the most useful and efficient among our schools as "Clerk Factories," without once discovering that they have hit upon a title of great aptness and great honor. To promote a "clerk factory" in the best sense of that term is to do a great work—a work for which the intelligent public is always thankful and of which the promoter may justly be proud. To make a clerk who shall fulfill the highest functions of his calling, and who shall be able to use the opportunities which come with that calling, is indeed a work of which to be proud.

What are the qualities and attainments of a clerk? First, he must be self-poised, or, as we often say, level-headed; next, he must be not only a practical but a practiced accountant; that is, he must be able not only to know how business transactions should be recorded, but to record them. This necessitates a complete knowledge of accounts, or, if you like the term better, bookkeeping. He must be able not only to keep a set of books, but any set of books; and beyond this, if he fulfills the entire requisites of intelligent clerkship, he should be able to write a business letter which shall not be open to criticism, and consequently, will state the exact thing to be stated, and, in the best way; will be grammatically correct, well written, and will carry upon its face the evidence of clear intelligence.

He should understand the nature of transactions which have to be recorded and all the accessories, which includes, of course, business paper and the laws relating thereto; the nature of contracts, and whatever comes into what is known as commercial dealings. He should have, in fact, a good knowledge of commercial law, particularly as relating to the ordinary dealings between men; in fact, so much of law as will make him independent in fixing the limitations of transactions and in saving him from such ignorance as would otherwise lead to unnecessary litigation. As to the subject of political economy, it is not likely that in any of our schools it will ever be taught exhaustively or sufficiently to mention it as a particular study in our curricula; and still there is much instruction that can be given incidentally on this subject, especially as relating to finance, which will be not only invaluable to the student, but which he has a right to exact of us and which we can well do. And while the clerk at the age at which he usually enters upon his clerkship can hardly be expected to have the experience or instruction which will enable him to fulfill without hesitation all the functions of advanced citizenship, he should have had such a general view of the broader duties which pertain to life that he is able to fit easily into such responsible positions as may come to him. It is not necessary to enlarge upon these qualifications of the clerk as he should be, for it will readily be perceived and acknowledged that to fulfill the highest requisites of clerkship and to place one's self in the surest line of promotion, the broadest possible education could not be amiss.

And now the question comes to us teachers. How may the future clerk best be fitted for his work? I am aware that in discussing this question freely there is great danger of opening controversies as to methods, which will have force more from preconceived opinions, growing out of more or less competition, than from merits of the discussion itself. And still I think as intelligent men we can afford to ignore any possibility of evil that may come from such controversy, for, after all, there is no one of us who is not only willing but anxious to get at the best there is in methods of teaching.

The question as to the extent to which text-books can or should be used is a question that can never be settled in a perfunctory way, simply because the teacher who understands his business would vary its use with every student. I should be glad if the time shall ever come in our line of work when authors and promoters of methods of teaching or such particular rights as they seem to themselves to possess will not be considered at the expense of the student. There is nothing so easy or so misleading as the catch phrases which seem aptly to express a leading idea or thought. And the trouble with some of our promoters of education, as well as with the purveyors of "bug finish" patent rat traps, is the assumption that when a phrase is so constructed that it will immediately arrest attention and secure to the inventor the exclusive right to its use, it not only establishes him as a benefactor to his kind, but puts him in possession of a valuable thing.

It is astonishing how such a device can be made to increase in value by repetition. In fact, it matters very little what the peculiar form of the phrase is, or how little lies at the bottom of it, if it is only repeated with sufficient frequency and sufficient emphasis to arouse and hold attention. None of these phrases are to me objectionable in themselves; it is only that they are so generally used out of their proper meaning. Without desiring to be in any sense invidious I will mention one phrase which has come into such general use that it may properly stand as illustrative; namely, "Actual business from the start." Now, I am one of the strongest believers in "actual business from the start," as I understand that expression. No man could be more so. I know of no business more "actual" than that of teaching and learning, and whether the student is informed in advance that he is about to engage in actual business from the start or not he will find it out from his work, if he has the proper appliances and the proper teacher. In fact, we are all of us engaged in actual business if we are doing our duty, and we should never presume even to doubt it. The word "business" is a flexible word, but it is ever so expressive, and it is not strange that we should like it, and in a certain sense appropriate it as belonging particularly to our line of teaching.

Somebody forty years ago engaged in commercial teaching hit upon the phrase "Business College." It just fit into the prevailing idea of the progressive American mind, and was almost immediately adopted by all the commercial schools, but that did not establish the fact that any school did or can teach business, nor did it do away with the fact which has existed for hundreds of years, that in order to know things one must learn them. The only question is how best to learn them. And here is where the discussion of text-books comes in.

Whether the text-book should be used at the beginning, middle or end of a student's commercial course depends upon the text-book and the teacher, and somewhat upon the student. But I have this to say, that if the author of a text-book on any one of the subjects taught in our schools has not sufficient knowledge of his subject or of how to present it so as to make his book useful, from the first to the last day of a student's course, he has mistaken his calling.

I do not mean by this to say that any teacher should servilely use a text book of any kind. If he cannot supplement the work of the author by his own knowledge of the needs of the student, then he is not a teacher and should not presume to be. And if any teacher cannot find the text-book that will help him all through his course of instruction, he should make one for himself. To imagine for a moment that anything that a student can learn out of a book is less practical, less useful, less valuable than what he learns otherwise is to have a limited conception of what learning is. There is no question whatever that very valuable teaching can be done without the use of a book, just as some of the finest pieces of mechanism can be made by hand instead of using the known advantage of machinery. The teacher who is competent to write a book as well as to teach from it or without it, needs it only to save labor; and if he understands its use he will find his most valuable help in that single direction. I remember the time well when no writing was taught in our schools except from the written copy of the teacher, and in fact it was usually requisite that the teacher should write in the presence of the student. In my own school I doubt if a single copy has been written for a pupil to imitate during the last twenty-five years; and still we teach writing. And, strange to say, we teach it without a text-book.

Of course, writing may be taught by telling the student to write and keeping at it, but progress in the right direction would not be so well assured. The point I would wish to make and the only point in reference to the use of text-books is this, that no text-book should ever be used that is not prepared by an author who understands his business, who knows what is required, both by teacher and pupil, what must be given and what may be better withheld, who has had sufficient experience in the close work of teaching to exactly measure results.

No teacher worthy of the name will ever use such a text-book, or any text-book, as a fetich, or will ever for one moment imagine that the text-book does all the teaching, the teacher's business being simply to touch the button and let the book do the rest. To tell the truth, gentlemen, I am wholly tired of all this discussion about the use of text-books. It is oftener than otherwise a profitless discussion. I feel now, as I have always felt, that any teacher who will use a text-book or a method simply because it is prepared by a certain author, or because it can be obtained at a certain rate, or because it will save him using his skill as a teacher, and more than this, because in using it he is enabled to make certain pre-eminent claims which do not pertain to other text-books or methods used by his competitors, does himself as well as his student an irreparable injury.

It is quite time we began to consider the rights and claims of the individual teacher and to do proper honor to the profession which is so much to us. To base the merits of a school upon some special method it may employ rather than upon the integrity of its teaching force and the intelligence that directs it is one of the gravest mistakes. We cannot avoid competition in our work; neither is it necessary that we should attempt it. It is well enough, also, both in our advertising and in our teaching, to emphasize such methods as we employ and know to be valuable, even if by so doing we imply superiority over others. It is a privilege possessed by every school to be the best of its kind, and if in the estimation of those who are responsible for its conduct it is not so, there is a serious lack which should be earnestly looked after. But conceding so much, my friends, it is well to consider that apart from the rights and claims of individuality we are a body of intelligent men, engaged in a common cause, and interested in its common welfare. No one of us can do a good thing which should not be an inspiration to all the rest; no one of us can employ a method or a device or an idea which we have found of value to the world that should not be equally accessible to the entire profession.

The fact of our meeting here in convention to consider methods and to know each other's minds is all the evidence we need that there is nothing to be concealed. If any one of us has a good thing in the way of teaching it should only delight him to present it at its best, in order that others may adopt it if they so desire. Our cause is too important, too sacred, too beneficent to attempt to belittle it by any claim of patent devices or exclusive methods. If at the end of this convention we are not all of us wiser by what we have gathered from others, we have met in vain and should never meet again.

I have not aimed to answer categorically the question you have put into my hands. It is not an important question in the strictest sense; it is, in fact, a matter of very little consequence how anybody may answer it, except for himself. Text-books should be used in a ten months' course whenever it is necessary, and not when something else can better be used. There should never be in the consideration of our work the distinction which is so often drawn between theory and practice. They are so intimately interwoven and interdependent that one cannot exist without the other. From first to last the student of bookkeeping should have theory and

practice; should use theory only to promote practice, and should use practice as the logical enforcement of theory. The text-book that is not so prepared that this course is inevitable had better not be used at all.

If I had my own way I should end my paper here, but I am quite sure that in the judgment of some of my friends I should leave a few important things unsaid. I am not blind to the fact that there has grown up during the past few years a seeming division of sentiment, not only as to the place of a text-book in a ten months' course, but as to the use of a text-book at all. And certain of our ambitions and industrious co-workers have sought assiduously to widen the division, as if the welfare of the world hung upon it. And in this effort they very naturally avail themselves of the known fact that the cheapest and easiest way to show the extent of their own wisdom and progressiveness is to assert the ignorance and indifference of other people. They have assumed—some of these wideawake friends—that all that happened in the world before they took a hand in affairs was virtually misspent energy—working on wrong lines, and so, not really working at all. Their arguments—stated and implied—are specious, easily concocted and easily caught up. And, then, they suit the popular unthinking mind, and particularly the easily aroused prejudices. How gladly, for instance, the dull school boy, who hates school study, fastens upon the idea that text-books have been found to be a nuisance and study unnecessary. Here is a wise man come into the world, who has discovered that the only way to do a thing is to do it, and not think about it, and another, who has invented a search-light that illumines all dark things, and renders personal investigation unnecessary. I am afraid if I let these things go without an attempt to defend myself against their sweeping censure, somebody may be disappointed, and somebody else may think I have neglected an opportunity.

I cannot, for one moment, imagine that any member of this convention feels himself at a loss as to the best way to meet implied criticism on his work. I am sure there is not one of you who is not open to criticism, and not glad to have it—and the only way you would answer it would be to render yourselves—if you are not already—unworthy of it. There are undoubtedly improvements going on all the while, the best of them, as I know, unheralded to the world. The teacher who sits still and lets somebody else do his thinking for him should refuse to draw his salary. He is not earning it. Personally, I have not a word to say against anybody's methods, or anybody's religion. The religion that makes a man better is the religion for him, and the kind of teaching that gives to the pupil the best use of his faculties is the only teaching he ought to have. And in this decision the question of text books or no text-books has no place.

No, I do not object to new things or good things, whoever may be responsible for them. I do not object to doing away with the text-books and study, if that is the best way to the end. I only object to the belittling of our work by the injudicious and degrading methods of advertising sometimes indulged in by very good people, who make the mistake of supposing that the public is blind. No man has arisen among us during the past ten years to whom a great light has come, throwing all knowledge hitherto attained into the shade. No man has either discovered or invented a search-light that can do away with the necessity of personal investigation, and all pictorial attempts to make it so appear are not simply futile, they are ridiculous. If any of our friends find themselves in need of spectacular advertising that will touch the spot, I would undertake, without consideration, to furnish a few catch things that would not only attract attention but would have the novelty of being true. See how these would do:

"We do not know everything." "Wisdom will not leave the earth when we die." "We recognize individuality, and so, don't put our pupils into a general hopper and grind them out." "We require thinking and study, if necessary." "We make good clerks of both boys and girls."

"We want nobody's money without rendering an equivalent." "We teach the best we know how to, and there are others who do the same."

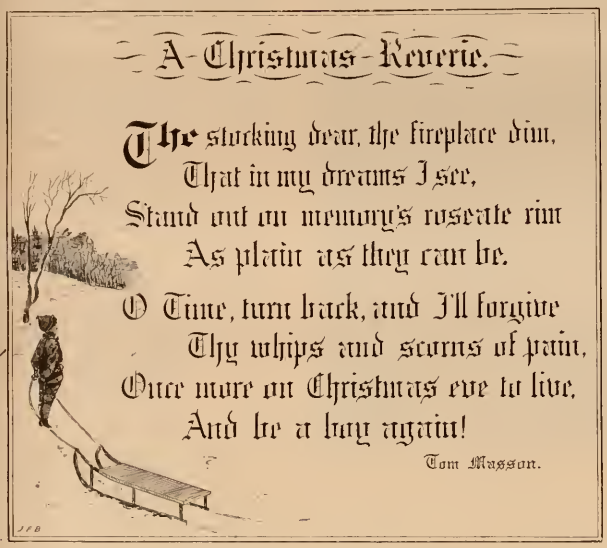
It seems to me that general advertising along these lines would be restful, both to the community and to the profession, and a man could do this sort of advertising without the necessity of sleeping with one eye open—in a perpetual wink, so to speak. There is another point worth considering in this connection: the public is rarely deceived in a school, and rarely judges of it by its advertisements.

The product, and that alone, tells in the long run.

I have purposely avoided speaking in detail of the processes of my own school, or the processes which I would recommend as the best to combine what we know as Theory and Practice. I must take it for granted that no one who knows me and who is aware that I have been in this work since its beginning, would think I could be unmindful of any device necessary for the student's fullest attainment. There has been no time in the last thirty years that I have not seen the importance and promoted to the fullest extent what is known as Business Practice.

I have not felt that in order to produce this in its best estate it was necessary to leave the student to himself or to promote any general commotion in the school by instituting any system of pretended barter. I have thought and still think that the student should be directed from the beginning to the end; that the teacher or author better knows what should be the form of transaction and what should be the details thereof for the building up of the pupil and the practice of accountantship. The students in my school spend not less than six months of solid work in what we call our Business Offices before graduating, and if there is anything more actual in methods than we have, I have failed to see them. I am sorry to be forced to speak thus of myself, but in doing so I feel that I am simply describing your own work. We all believe in text-books, and we all use them—some more and some less—and all this attempting to divide our schools into text-book schools and non-text-book schools is both futile and silly.

In reference to text-books and methods, I have only to say in conclusion, use the best and use them in the best way.



BY JOHN F. BRILEY, JOURNAL OFFICE

Open Letter to S. S. Packard.

BALTIMORE, December 8, 1897.

DEAR SIR: We have received from Mr. E. H. Morse a copy of a paper prepared by you, "How Much Time of a Ten Months' Course Should Be Given to Text Book Work?" to be read at the Hartford meeting of commercial teachers, with his regrets that it was not received in time to be presented to the convention. We have just finished a reading of this paper, and we are of the opinion that it was a great, good fortune for the convention, for the paper and for you that it was not read. As an exhibition of veiled attack and coquettish dallying with the truth you have surpassed yourself. You have talked on all sides of the question in your own strikingly picturesque style, saying a few good things and a great many more that are unjust, unkind and ridiculous. We will not notice, however, any part of your paper except some statements in which we charge you with a direct misrepresentation of the facts as known to you, and therefore indefensible. We quote the following: "And another who has invented a search light that illuminates all dark places and renders personal investigation unnecessary." This is a willful perversion of a phrase which we have been using in connection with some of our publications, and states that which has never been intended or expressed directly or indirectly in the phrase itself or in any of our utterances regarding it or any of our publications. "Let the search light of practice illuminate the dark places of theory" contains nothing that allows you to say that "it illuminates *all* dark places," or that "it renders personal investigation unnecessary." If there is one thing we have insisted upon, both in our suggestions to teachers and in all of our printed matter pertaining to the Budget System, it is that personal investigation and thought on the part of the student is necessary above all things else. Who but yourself has ever asserted that any man "has arisen among us during the past ten years to whom a great light has come, throwing all knowledge heretofore attained into the shade," or "has either discovered or invented a search light that can do away with the necessity of personal investigation," and that has made any "pictorial attempts to make it so appear?"

All this comes with an especially bad grace from one who is himself a publisher with a new work on bookkeeping just put on the market, who never misses an opportunity of exploiting his intense love and turgid admiration for the profession, and the amity and good will of its members, and whose insistent championship of his own high standards of exalted self-honor is ever present with us.

Honest men profit by criticism, but it must be honest, manly criticism. Distortion and misrepresentation is the practice of the educational as well as the political demagogue. A falsehood which has the semblance of the truth is the worst kind of falsehood.

If you can forget the weight of years and honors which press upon you long enough to consider a few of these homely truths, it will benefit you and others.

Very respectfully,

W. H. SADLER.
H. M. ROWE.

Open Court.

Here is a chance for the man with a grievance, or the man with a hobby, or the man with a sharp point to puncture some other man's hobby—just so he writes under his own responsible name, is not long-winded, and avoids personalities. THE JOURNAL *is not responsible for views expressed. Now fire away!*

ALLENTOWN, PA., Dec. 3, 1897.

EDITOR OF THE JOURNAL:

The October number of THE JOURNAL contains a letter from F. E. Wood about the business college solicitor, which should have a frame around it and a chromo to go with it. This letter would indicate that the professional solicitor is entirely to blame for the failure of many of our colleges, which is not the case. Any good business man can see that if he sends out solicitors and allows them to say anything in order to get a student, and in this way get into the college a large number of half-educated people who have not yet finished in the grammar schools, the college cannot be run long on a paying basis. I am very much opposed to the business college solicitor, but the solicitor is not the one to blame in a great many cases. The truth is that there are some business college principals who are not a credit to the profession, but the reverse. They make a business of

establishing schools and meet with great success by sending out solicitors and offering life scholarships in the Shorthand and Typewriting course, and in the Commercial course, both for $50. In this way they soon have a large school, and this is the only object of their work. The next thing they do is to show the school to some prospective buyer and sell it to him. The new proprietor takes it in good faith, and later finds that he is duped. The man who starts these schools is the one who is to blame, for it is not his intention in the first place to run the school, but to show up a good attendance with half the price of the scholarships owing by a good many of the students, and to sell out and pack his load on to some one else, who must sooner or later fail.

I am in favor of State appropriations to defray expense of building a balloon large enough to convey all business college fakirs to the "Cannibal Islands," where they may be of some use to the people they come in contact with, instead of being among us, deceiving the people, and fleecing them out of their hard earned money, and in this way injuring the old established and reputable institutions. E. A. DICKEY.

TYPEWRITERS FOR ALL TONGUES.

Novel Methods for Printing Strange Characters on Remington Machines.

The exhibition in a show window of a Broadway business house of a typewriter on which words in the Siamese language may be written excited some curiosity last week. The machine was one of a number ordered by the King of Siam, who is now in Europe, where he saw a typewriter for the first time. The Siamese language has many more letters than could be placed on an ordinary typewriter keyboard, and in order to be able to make them the machine had to be provided with a number of qualifying characters and accents arranged in stop or dead keys. Dead keys are so arranged that when they are struck they do not cause the carriage to move as the other keys do, and by using them the shape of a letter may be changed into many forms.

తండ్రీ, నీ నామము పరిశుద్ధపరచబడు ను గాక;

లోగో, ఆలోగొభూ మియందు ను నీ చిత్తము నెర

నేడు మాకు దయచేయు ము ;

TELEYU—WRITTEN ON A REMINGTON TYPEWRITER.

The same method of building up characters is employed on the Remington machines which were built for India for use where a language which has an alphabet of hundreds of letters is to be written. Several machines of that kind have been made for the use of missionaries and are now in constant use.

ὅλης τῆς πόλεως ἐν τοῖς πολεμ

τῷ στρατηγῷ, μεγάλα τά τ' ἀγαθὰ κα

κακὰ διαμαρτάνοντος εἰκὸς γενέσθαι

GREEK—CUT FROM A SHEET WRITTEN ON A REMINGTON.

It seems that the desire to save time and labor in writing is strong in most countries, and orders for typewriters are received daily by the Remington Company from all parts of the world. Russia is a large patron of the concern, and nearly every large commercial establishment in St. Petersburg, Moscow and Odessa has a Remington typewriter.

עזם־דיחורדבףערתשקצפאגהזטכלמנס

א ג ח ז ט כ ל מ נ ס
ב ד ו ח י ך ־ ם ן ע

HEBREW—WRITTEN ON A REMINGTON.

Machines for writing Greek, Bohemian, Spanish and Hungarian are in daily demand, and, since the advent of the Hebrew newspaper, machines with which that language may be written are sold in considerable numbers.

Каждому приходится испытывать
нія о напрасно потерянномъ времени
ный почеркъ. Серьезныя и убыточ
неразборчивости письма. Всѣ эти
ніи пишущей машины, которая работа
Письма, писанныя на машинѣ Ре
отчетливыхъ копій при посредствѣ о
да нанъ при письмѣ перомъ получает

CUT FROM A RUSSIAN LETTER WRITTEN ON A REMINGTON MACHINE.

In Germany Remington typewriters with Roman characters and the accents have been in use for several years, and the demand has increased steadily. Recently some departments of the German Government have received instructions to use only German characters in official communications, and in consequence the Remington Company received many orders for typewriters with German letters. Probably the most wonderful typewriter is the No. 5 Remington, fitted with a mathematical sign keyboard, by means of which the most intricate algebraical equation may be expressed.

New York Tribune.

The Scale of Thirds.

EDITOR OF PENMAN'S JOURNAL :

Replying to Mr. Ellsworth's article in the September number, I wish to say I did not make a plea but stated a fact, that Levi S. Fulton did in 1847 publish and copyright a key set of charts and copy books that by diagram illustration, ruling and letter press advocated a scale of thirds *and no other scale.*

2. That Mr. Ellsworth's copy books in eight numbers and four supplementary numbers, copyright 1861 (and I can find no other copyright date between that and 1867), did not by diagram, ruling or illustration advocate or show any scale whatever. That by letter press on the cover of number 5 and 6 he explained proportion on a scale of fourths and no other.

3. That all his illustrations of proportions and no proportions, drawn from three competing series, are more than duplicated in his edition of 1861.

4. That I am willing to submit all the above books to any number of level headed gentlemen in the profession, and risk my reputation for veracity on the result of their verdict. GEO. H SHATTUCK.

Medina, N. Y.

Who First Taught Tracing in Copy-Books?

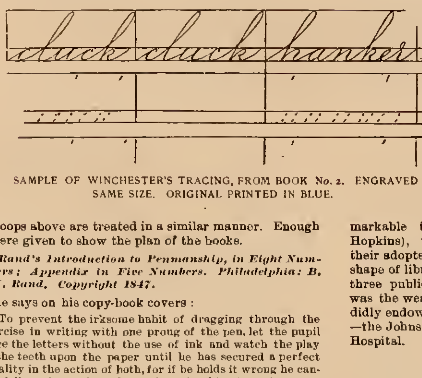
BY GEO. H. SHATTUCK, MEDINA, N. Y.

Third Paper.

4. Theoretical and Practical Penmanship, in Four Numbers. By Geo. W. Winchester, Hartford, Conn. Copyright 1844.

The book is printed in blue, the copy as solid color, the tracing in blue dots. In his instructions he says :

"DIRECTIONS FOR WRITING THIS BOOK.—Commence the first word and *repeat it on the dots* half way down the page, then repeat the same number of times in the open spaces at the right. Pass to the next word, and repeat in the same manner. . . . Always write the letters in columns. The upper turn is made above the upper dot, and the lower turn from the lower dot. *Loops below the line.* The pen is placed upon the upper dot and brought to the lower dot, turn and carry it directly to the upper angle."



SAMPLE OF WINCHESTER'S TRACING, FROM BOOK No. 2. ENGRAVED SAME SIZE. ORIGINAL PRINTED IN BLUE.

Loops above are treated in a similar manner. Enough is here given to show the plan of the books.

5. Rand's Introduction to Penmanship, in Eight Numbers; Appendix in Five Numbers. Philadelphia: B. H. Rand. Copyright 1847.

He says on his copy-book covers :

'To prevent the irksome habit of dragging through the exercise in writing with one prong of the pen, let the pupil trace the letters without the use of ink and watch the play of the teeth upon the paper until he has secured a perfect equality in the action of both, for if he holds it wrong he cannot follow the outlines here given for him to write over. From principles Nos. 1, 2, 3, 4 every short regular letter is formed. The solid letters in the upper left hand corners should remain as a copy, and all those in outlines should be written (traced) over with ink. The intermediate spaces are to be written alternately with the outlined letters."

Mr. Rand's books for tracing are printed in blue in large hand, nearly as large as Foster's, and do not present sufficient novelty to be worth reproducing.

6. Common School Writing Books, in Five Numbers. By O. C. Bodlam, New York. Copyright 1848.

The peculiarities of this system consists of the light lined letters to be traced over. The skeletons of the small letters are placed on every other line in Book No. 1 where the letters first appear in the pupils' exercises, and are continued occasionally on other pages. The skeletons of the capital letters are given in a like manner in Book No. 2. By this method the attention of the learner is not entirely absorbed in the mechanical work of tracing letters, but these correct forms are strongly impressed on the mind.

7. Guide to Penmanship, in Five Numbers. By a Teacher, New York. Copyright 1848.

These books contained thirty-two pages of tracing paper, and one page of engraved copies attached to each book. The following instructions are on the last page of the cover :

DIRECTIONS.—The plate of copies attached to the cover of this book is designed to be placed under each page as it is written upon, the paper being of sufficient transparency to allow the letters to be distinctly seen and correctly traced with a pen by the pupil. With very young pupils the pencil can be substituted for the pen.

8. McLaurin's System of Writing. By Wm. S. McLaurin, New York. Copyright Nov. 12, 1852-1870.

On the cover of No. 2 he says :

The exercises on the sixteen left-hand pages of this book are designed to give the use of the hand and arm, holding the pen as in ordinary writing and running at least fifty times over each model, as you would with chalk on a blackboard (whole arm). The copies on the right-hand pages combine two movements : the thumb and the two fingers alone being employed in forming the characters or letters, and the whole hand in the connecting line.

Hold the pen very loosely, passing it at least fifty times over each form.

On the third page of the cover he says :

The characteristic distinction of the modes heretofore known are these. Teaching and learning have been effected by imitation of written or printed copies by sight, and *by tracing or writing over models of letters and parts of letters and words printed on paper, or engraved on some hard material, or it may be in forms cut into wax after the manner of the Romans.* But by each of these methods the learner is enforced when forming letters or the elementary parts of them, or words or syllables, to make a distinct termination of each and a distinct commencement of each, thus involving the necessity of lifting the pen, and two distinct volitions of mind and two separate actions of the hand and fingers at the termination and commencement of each form.

(To be continued.)

Johns Hopkins.

Johns Hopkins began life with a very modest school education, and he is a striking example of what may be done by energy, economy and perseverance, says a writer in Self Culture. He was 18 years old when he left his father's farm, on which he had worked since his 12th year, but, hard as he had worked in the country, a still harder experience was his during the first years in the city.

Soon after his arrival in Baltimore he obtained employment in his uncle's wholesale grocery store. The work was laborious and the salary small. Early and late he was at the store, making the fire in the cold winter mornings, running errands, packing goods, collecting bills, receiving and delivering freight, keeping account of stock, helping at the books, etc., for it must be remembered that when Johns Hopkins was a clerk letter carriers were unknown, steam heaters undreamed of and lightning calculators uninvented. The six years that he passed in his uncle's store, while toilsome, were serviceable. They taught him methodical business habits, and thus prepared him for his future career as one of the merchant princes of Baltimore—one of that remarkable trio of benefactors (Peabody, Pratt and Hopkins), whose enlightened liberality has provided their adopted city with magnificent monuments in the shape of libraries, a university and a hospital. Of these three public benefactors of Baltimore Johns Hopkins was the wealthiest and founded two of the most splendidly endowed institutions that the world has ever seen—the Johns Hopkins University and the Johns Hopkins Hospital.

It's English.

Mrs. Newrich : "I never can remember how many cards to leave when calling."

Old Gentleman : "The rules are very simple, madam. You hand one to the servant, and then, on departing, leave as many on the plate as there are adult members of the family, adding two of your husband's cards, and occasionally dumping in a few more for good measure. Do not be niggardly in dealing out cards, as that suggests vulgar poverty."

"I am very much obliged. Are you a professor of etiquette?"

"No, madam. I am Mr. Bristol, the card manufacturer."—*Pearson's Weekly.*

"So old Brown is dead, is he?" "Yes; died nearly a year ago." "Left a lot of money I suppose?" "Oh, I guess not. No one has tried to break his will yet."—*Chicago Post.*

Penman's Art Journal.
A Monthly Journal of Penmanship and Practical Education.

ESTABLISHED 1877.

D. T. AMES, EDITOR-IN-CHIEF.
W. J. KINSLEY, MANAGING EDITOR AND SUPT. OF SUBSCRIPTION DEPT.

FRIENDS VISITING NEW YORK ARE CORDIALLY INVITED TO CALL AT OUR OFFICES AND ART ROOMS AT 206 BROADWAY, NEW YORK (ONE DOOR FROM FULTON STREET), WHERE THEY MAY BE INTERESTED IN THE LARGEST AND FINEST DISPLAY OF PEN ART WORK IN THE WORLD.

THE JOURNAL is published in two editions:
THE PENMAN'S ART JOURNAL, 20 pages, subscription price, 50 cents a year, 5 cents a number.
THE PENMAN'S ART JOURNAL, NEWS EDITION, 24 pages, subscription price, $1 a year, 10 cents a number.
Both editions are identical except four added pages of News and Miscellany in the News Edition. All instruction features and advertisements appear in both editions.

ADVERTISING RATES.—30 cents per nonpareil line, $2.50 per inch each insertion. Discounts for term and space. Special estimates furnished on application. No advertisement taken for less than $2.

Hundreds of beautiful and useful books are listed in our new book and premium catalogue, with combination rates in connection with "Journal" subscriptions, both new and renewals, single and in clubs. As we give the subscriber benefit of the largest wholesale reduction on the books in connection with the combination offer, it frequently happens that he is enabled to obtain book and paper at considerably less than the book alone would cost of any dealer. It will pay any intelligent person to send a two-cent stamp for this catalogue. Many valuable suggestions for presents.

CHANGES IN ADDRESS.

Our subscription lists are now entered by States. It will be necessary, therefore, when asking to have your address changed, TO STATE WHAT YOUR FORMER ADDRESS WAS; otherwise we shall be unable to find your name. Neither can we offer to enter into correspondence over the matter.
We should be notified one month in advance of any change in address. Otherwise arrangements should be made to have your JOURNAL forwarded.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION.

A Permanent Organization Formed and Auspicious Start Made at Hartford.

Officers and Committees.

President, Wm. J. Ames, Stamford, Conn.
Vice-President, L. J. Egleston, Rutland, Vt.
Vice-President, N. P. Heffley, Brooklyn, N. Y.
Vice-President, Miss E. N. Olmstead, Hartford, Conn.
Secretary, E. H. Morse, Hartford, Conn.
Assistant Secretary, D. Fullmer, Fitchburg, Mass.
Treasurer, E. C. A. Becker, Worcester, Mass.

EXECUTIVE COMMITTEE.

E. E. Childs, Springfield, Mass.
Bates Torrey, Boston, Mass.
(With power to select the third member.)

COMMITTEE ON CONSTITUTION.

(To report at next meeting.)
M. F. Palmer, Springfield, Mass.
A. R. Kip, Hartford, Conn.
Geo. P. Lord, Salem, Mass.

Fifty-two teachers from eight States were in attendance at the meeting of the Eastern Commercial Teachers' Association in the Hartford Business College, Hartford, Conn., Saturday morning, Nov. 27th, at 10:30, when E. H. Morse, Principal of the Hartford Business College, called the meeting to order. It was a most auspicious start for this new association, and it is probable that no other similar organization has ever had so large an attendance at its first meeting. From Augusta, Maine, on the east to Rochester, N. Y., on the west, the business colleges and commercial departments of public and private schools, were well represented. Considering the fact that it was well known that this first meeting was to be largely an organization meeting and that the time of the association would be taken up with forming temporary and permanent organizations, and that but little time could be given to programme, this large attendance from so wide a territory augurs much for the progressive spirit of the teachers of practical branches, and also augurs well for the future welfare of this newest of commercial teachers' organizations.

But without prophesying for the future we shall proceed to give an account of what happened. These happenings in themselves will show that the fondest hopes of those who first conceived the idea of an Eastern Commercial Teachers' Association were more than realized.

H. M. Rowe, Ph. D, of Baltimore, the well-known teacher, author and publisher, was elected temporary chairman and William J. Kinsley and Charles T. Platt, temporary secretaries.

An address of welcome was made by Principal E. H. Morse on behalf of the Hartford Business College and the Hartford schools. President Edward Mahl of the Hartford Common Council, in behalf of Mayor Preston, who was unable to be present, welcomed the members of the Association to the city and expressed the hope that in exercising the privilege of the freedom of the city, visiting teachers would enjoy themselves. Mr. Mahl praised the work of the commercial schools in general, and that of the Hartford Business College in particular. He expressed himself as agreeably surprised and delighted to notice the splendid equipment and practical work that was being done in the Morse Hartford Business College.

The first paper on the programme was "Advantages of Association," by William J. Kinsley. In this address the speaker suggested for discussion many topics in the way of reforms, operation of commercial schools and methods in teaching, and the discussion which immediately followed the address showed that the sentiment of those in attendance was strongly in favor of improving commercial school methods and of having higher ideals of work. Although no time had been allowed for it, it was voted that the address be discussed, and this discussion was taken part in by Messrs. Lord, Heffley, King, Spence and Ames.

"Typewriting by Touch" was the subject of a most interesting talk by Bates Torrey, Principal of the Shorthand and Typewriting Department of Comer's Commercial College, Boston, and the inventor of the Typewriting by Touch Keyboard. Mr. Torrey, after much investigation and study has found the proportion in which the letters of the English alphabet are used, and has so constructed a typewriting keyboard as to enable the operator to write without changing the position of the hands and to have the most used letters directly under the fingers most capable of quick and continuous action. Mr. Torrey exhibited a Williams Typewriter with his new keyboard. Discussion of this talk was taken part in by Messrs. Wilson, Dexter, Childs and Barbour.

W. J. AMOS,
FIRST PRESIDENT OF THE EASTERN COM'L TEACHERS' ASSOCIATION.

"Individuality in Hand-writing," by Daniel T. Ames of New York, was next on the programme. Mr. Ames gave numerous black-board illustrations to emphasize his points, and also answered a number of questions of those interested in the expert phase of hand-writing. The discussion was taken part in by Messrs. Kip, Ellsworth and Kinsley.

The afternoon session was opened by reading of a number of letters from teachers and school proprietors in sympathy with the movment, the majority of whom desired to be enrolled as members of the Association.

"How to Induce Students to Study," by William J. Ames of the Merrill College, Stamford, Conn., was the first paper on the programme in the afternoon. Mr. Ames believes in inducing students to do right for right's sake and to study for the love of it and for the benefits to be derived from application. He did not believe in offering prizes, etc., to induce effort.

"How to Teach the Vowels in Shorthand," was the subject of a paper by B. J. Griffin, Childs' Business College, Springfield, Mass. In addition to the subject of teaching vowels, Mr. Griffin branched out and discussed speed in typewriting and shorthand, qualifications of a good stenographer, etc. He held that very few shorthand students were capable of writing honestly more than one hundred to one hundred and twenty-five words a minute on graduation, and also held that more than this speed was not absolutely necessary in the average business office, and also that more than this was not required of a beginner. This view seemed to be entertained by the majority of the shorthand experts who took part in the discussion. The paper was discussed by Messrs. Platt, Fullmer, Ames, Morse, Kip, Kinsley and Miss Olmstead.

In his paper on "Business Writing," L. J. Egelston, of the Rutland English and Classical Inst., Rutland, Vt., put in a plea for strong, vigorous slant writing and took occasion to hit vertical a good rap. Mr. Egelston denounced vertical writing as a fad, and claimed that it had no advantage that slant writing did not have, and also claimed that slant writing had many advantages that the vertical style lacked. Mr. Egelston was glad to see that the teachers of writing in the business colleges were almost unanimous in favor of slant as against vertical writing, and said that those who were in favor of vertical writing in the public schools as a rule were not as experienced in writing or teaching writing as was the teachers in business colleges, consequently their opinion should not be given as much weight as the business college teachers of writing. In the discussion which followed Messrs. Mack, Amos and Drake agreed with these views, while Mr. Becker differed.

In another brief discussion on slant and vertical writing, which took place near the close of the session, Messrs. Ellsworth, Ames and Kinsley took part. Mr. Ellsworth defended vertical writing, claiming that the more he investigated it, the more he was impressed with its merits. He thought it was more legible and easier to teach children than slant, but that it was not so rapid a style as slant writing. Mr. Becker in his comments favored the slant style of letters for vertical writing rather than what he termed "the heavy, awkward and clumsy style of letters," as advocated by many vertical writing authors. Mr. Ames was of the opinion that the writing of the future would be of a slant between sixty and seventy degrees.

Permanent organization was then effected and the officers, whose names are printed at the head of this report, were elected for six months. Messrs. C. H. Childs, Morse and Fullmer were appointed a committee by the Chairman to escort President Amos to the chair. On vote it was decided to name the organization the Eastern Commercial Teachers' Association It was voted to meet twice a year as near Easter and Thanksgiving vacation times as possible.

Invitations for the next meeting were extended from Springfield, Mass.; Stamford. Conn.; Salem, Mass: Baltimore, Md.: Jersey City, N. J. After a spirited contest, in which but two votes separated Salem and Springfield, Springfield was chosen as the next place of meeting, and the time set at Easter vacation, 1898.

The Committee on the Constitution and the Executive Committee, whose names are printed above, were then appointed.

By a standing vote upon motion by W. E. Drake, seconded by several members, Daniel T. Ames was made an honorary member of the Association. A vote of thanks was extended to Principal E. H. Morse, of the Hartford Business College, for his effort to promote the Association and for his hospitality. William J. Amos, of the Executive Committee, was also thanked by the association for his efforts in the inauguration, and the carrying to a successful completion of this first meeting.

And good-byes, handshakes and "Meet me at Springfield at the next meeting," etc., the meeting broke up. Thus was the Eastern Commercial Teachers' Association launched on a career which all hope and expect will be one that will do much for the welfare of all interested in commercial education in the eastern United States.

Enrolled Members.

W. J. Amos, Merrill Bus. Coll., Stamford, Conn.
D. T. Ames, PENMAN'S ART JOURNAL, New York.
E. C. A. Becker, Becker's Bus. Coll. and High School Com'l Dept., Worcester, Mass.
George A. Booth, Prep. and Com'l Inst., New Haven, Conn.
A. H. Barbour, Barbour's Bus. Coll., St. Johnsbury, Vt.
Mrs. A. H. Barbour, St. Johnsbury, Vt.
E. E. Childs, Childs' Bus. Coll., Springfield, Mass.
Mrs. E. E. Childs, Springfield, Mass.
H B. Cole, Shaw Bus Coll., Augusta, Maine.
C. E. Chase, High School Com'l Dept., Bridgeport, Conn.
W. K. Cook, Hartford Bus. Coll., Hartford, Conn.
E. A. Cooper, Bay Path Inst., Springfield, Mass.
C. H. Childs, Childs' Bus. Coll. Holyoke, Mass.
W. E. Drake, Drake's Bus. Coll., Jersey City, N. J.
I. E. Dwyer, Brockton Bus. Univ., Brockton, Mass.
C. C. Dexter, Lynn Bus. Coll., Lynn, Mass.
F. F. Dutton, Fitchburg Bus. Coll., Fitchburg, Mass.
L. J. Egleston, Rutland English and Class Inst., Rutland, Vt.
H. W. Ellsworth, 127 Duane street, New York City.
D. Fullmer, Fitchburg Bus. Coll., Fitchburg, Mass.
B. J. Griffin, Childs' Bus. Coll., Springfield, Mass.
Mrs. B. J. Griffin, Springfield, Mass.
Miss J. H. Gibson, Pequod Bus. Col., Meriden, Conn.
William F. Gibson, Wesleyan Acad., Wilbraham, Mass.
J. L. Hayward, Northampton Com'l Col., Northampton, Mass.
J. D. Houston, High School, Com'l Dept., New Haven, Conn.

BY PETER T. SHARP, JR., JOURNAL OFFICE.

T. W. Hannum, The Hannum School, Hartford, Conn.
W. Harwood, Pequod Bus. Coll., Meriden, Conn.
Fred J. Hillman, Childs' Bus. Coll., Springfield, Mass.
N. P. Heffley, Heffley School of Commerce, Brooklyn, N. Y.
Wm. J. Kinsley, PENMAN'S ART JOURNAL, New York.
J. E. King, Williams & Rogers, Rochester, N. Y.
A. R. Kip, Hartford Bus. Coll., Hartford, Conn.
Mrs. A. R. Kip, Hartford Bus. Coll., Hartford, Conn.
Geo. P. Lord, Salem Com'l School, Salem, Mass.
Mrs. G. P. Lord, Salem Com'l School, Salem, Mass.
E. H. Morse, Hartford Bus. Coll., Hartford, Conn.
J. B. Mack, Smith Bus. Coll., Concord, N. H.
Albert A. May, Pequod Bus. Coll., Meriden, Conn.
Mrs. R. E. May, Pequod Bus. Coll., Meriden, Conn.
Jos. Pickett, Northampton, Mass., Com'l Coll.
Charles T. Platt, Hartford Bus. Coll., Hartford, Conn.
L. J. Parsons, Saybrook, Conn.
Miss E. E. Porter, Hartford Bus. Coll., Hartford, Conn.
M. F. Palmer, Bay Path Inst., Springfield, Mass.
H. W. Pelton, Lynn Bus. Coll., Lynn, Mass.
F. H. Read, New York Bus. Inst., New York City.
H. M. Rowe, Sadler Bus. Coll. Baltimore, Md.
F. Arthur Spence, Spence & Peaslee Bus. Coll., Salem, Mass.
A. Tjarnell, Y. M. C. A. Com'l Dept., Holyoke, Mass.
Bates Torrey, Comer's Com'l Coll., Boston, Mass.
T. T. Wilson, Brockton Bus. Univ., Brockton, Mass.

Lotters regretting the inability of the writers to be present, wishing the Association success, and in the majority of cases asking to be enrolled as members, were received from the following:

H. F. Crumb, Auburn Bus. Coll., Auburn, N. Y.
O. M. Powers, Metropolitan Bus. Coll., Chicago, Ill.
Charles French, French's Bus. Coll., Boston, Mass.
W. J. Stillman, Stillman Bus. Coll., Danbury, Conn.
Walter L. Smith, Prin. Com'l Dept. High School, Laconia, N. H.
J. P. Byrne, Peirce School, Philadelphia, Pa.
S. McVeigh, Bliss Bus. Doll., Biddeford, Me.
H. G. Greene, N. H. Conference Seminary and Female Coll., Tilton, N. H.
Fielding Schofield, Utica Bus. Coll., Utica, N. Y.
W. H. Miller, Mott's Academy of Bus. and Short., Tonawanda, N. Y.
S. P. Butler, Childs' Bus. Coll., New Haven, Conn.
A. W. Young, New England Bus. Univ., Lowell, Mass.
A. Percy Brown, Com'l Dept. High School, Salem, Mass.
T. C. Strickland, Greenwich Bus. Coll., East Greenwich, R. I.
Mary C. Bruth, Teachers' College, Morningside Heights, New York.
C. C. Beale, New Tremont Bldg., Boston, Mass.
McTavish & McIntosh, Haverhill Bus. Coll., Haverhill, Mass.
E. R. Sanford, Auburn School of Bus., Auburn, N. Y.
C. Claghorn, B. & S. Bus. Coll., Brooklyn, N. Y.
C. E. Williams, Brockton Bus. Univ, Brockton, Mass.
F. H. Ruscoe, Ruscoe School of Com., New York City.
W. B. Wilson, Childs' Bus. Coll., Worcester, Mass.
A. B. Furner, Genesee Wesleyan Seminary, Lima, N. Y.
E. A. Quantz, Bliss Bus. Coll., Newburyport, Mass.
George Russell, High School, Newport, R. I.
T. J. Sullivan, Athol Com'l School, Athol, Mass.
D. H. Farley, State Normal School, Trenton, N. J.
W. C. Ramsdell, Ramsdell School of Bus, Middletown, N. Y.
L. M. Holmes, Bliss Bus. Coll., North Adams, Mass.
E. J. Shaw, Bliss Bus. Coll., North Adams, Mass.
Carnell & Hoit, Albany Bus. Coll., Albany, N. Y.
A. D. Skeels, Troy Bus. Coll., Troy, N. Y.
Thomas H. Shields, Troy Bus. Coll., Troy, N. Y.
H. E. Randall, Palmer's Coll., Philadelphia, Pa.
R. A. Brubeck, New London Bus. Coll., New London, Conn.
Mrs. M. A Merrill, Merrill Coll., Stamford, Conn.
Leetta L. Gilbert, Merrill Coll., Stamford, Conn.
C. P. Meads, Meads' Bus. Coll., Syracuse, N. Y.

Convention Notes.

— The serious illness of the commercial convention nestor, S. S. Packard, prevented his attendance. Notwithstanding it was a positive effort he prepared his paper on "Book-keeping" and mailed it. In some unaccountable manner it miscarried, and hence the convention was deprived of the pleasure of listening to the paper, as well as the presence of its genial author.

— Mr. Morse's school rooms, with their fifty quartered oak roll top desks, splendidly equipped business practics offices and appliances for carrying on intercommunication work, attracted considerable attention. A unique feature of the correspondence work is the connection with commercial schools in foreign countries.

— The promoters of the Association had said beforehand that they would be satisfied with an attendance of twenty, and when there were fifty-two enrolled members from eight States they were agreeably surprised.

— Invitations to hold next meeting in Salem, Mass., were extended by Geo. P. Lord of Salem Com'l School, and F. Arthur Spence of the Spence & Peaslee Bus. Coll. Two invitations from the old witch city made a member ask, "Witch shall it be?"

— Owing to the absence of Mr. Packard, THE JOURNAL'S editor passed as the convention father.

— Visitors to the convention rooms expressed themselves as favorably impressed with the personnel of the commercial teachers and proprietors in attendance. They were individually and collectively an intellectual looking body.

— A jolly party took dinner at the Hartford Hotel, and by unanimous vote THE JOURNAL'S managing editor was empowered to order the meal on the European plan for all. After listening to the orders as given by their spokesman, their former action was unanimously reconsidered, and the power revoked. A change was made from the European to the American plan, and the reason advanced was that they had not purchased return trip tickets and didn't want to spend all of their money for dinner.

— Hartford is a beautiful convention city, and its railroad facilities made it easy of access.

— Messrs. Morse, Kip, Platt, Cook and Titcomb did everything in their power to make the guests feel at home and comfortable.

— A generous sprinkling of ladies added much to the attractiveness of the convention room and to the interest in the proceedings.

— The Hartford *Times* robbed Dr. Rowe of the honor of being temporary President, and gave it to THE JOURNAL'S managing editor by mistake. Otherwise the *Times* report was accurate.

— The Childs' Business College, Springfield, Mass., where the next meeting of the Association will be held in the spring of 1898, will be in handsome new quarters, planned expressly for them in the centrally located L. W. Besse building.

— J. E. King of Rochester always does the right thing at the right time. He is entirely unselfish and always thinking of helping others. An accomplished teacher, a whole-souled gentleman, a ready, fluent, pithy speaker, he always commands attention

— Springfield is a good town for conventions, as it is charmingly situated and has good hotels and railroads. It is so easily reached from all directions that a large attendance is confidently looked for.

NEW YORK COMMERCIAL TEACHERS' ASSOCIATION.

A Splendid Start.
Permanent Organization Effected.

OFFICERS.

President, Wm J. Kinsley, New York.
First Vice-President, M. P. Connor, Brooklyn.
Second Vice-President, W. L. Starkey, Brooklyn.
Secretary, Chas. M. Miller, New York.
Treasurer, M. L. Miner, Brooklyn.
Librarian, G. W. Bird, New York.

BOARD OF GOVERNORS.

Three years. { W. E. Drake, Jersey City, N. J., Chairman. C. Claghorn, Brooklyn. Byron Horton, New York.
Two years { A. J. Rider, Trenton, N. J. W. J. Amos, Stamford, Conn. N. P. Heffley, Brooklyn.
One year. { L. L. Tucker, Newark, N. J. C. F. Sherman, Mt. Vernon, N. Y. L. M. Thornburgh, Paterson, N. J.

MEMBERSHIP COMMITTEE.

James Rsa, New York.
F. L. Bickmore, Trenton, N. J.
Howard Keeler, Brooklyn, N. Y.
C. Hollinger, Jersey City, N. J.
Hobart Webster, Elizabeth, N. J.
J. D. Odell, New York.
C. D. Clarkson, Newark, N. J.
W. C. Gorman, Montclair, N. J.
M. J. Goldsmith, Brooklyn.

The Commercial Teachers' Association has become a permanent institution. A large number of enthusiastic, progressive principals and teachers met at Packard's Business College, 101 E. 23rd St., New York, on Saturday morning, Dec. 4th, elected officers for the ensuing year and perfected arrangements to make this association meet in the fullest extent the hopes of the commercial teachers, of the public and private schools of Greater New York and of the entire country.

The object of the association is to improve methods of teaching, elevate commercial schools and promote sociability. It is the intention of the members to make the programmes of the association so attractive as to draw a full attendance of those interested in commercial schools and teaching from a radius of one hundred miles of New York and a large number of members from all over United States and Canada. While it is to be expected that those living within a few hours' journey of New York will furnish the greatest number of members and the most regular attendants at the meetings, still it is hoped and expected that hundreds of others living at a greater distance will feel a sufficient interest in the work of the association to join it. As the annual dues are but one dollar, and the benefits to be derived from attendance, reports, pamphlets, circulars, etc., will be great, it is hoped that hundreds of JOURNAL readers will join Names for membership may be sent to any of the officers or charter members whose names and addresses are printed in this issue. After being vouched for by two members of the association (not on the Membership Committee), and being passed by the Membership Committee, the names of prospective members are voted on at the next monthly meeting.

This association will in no way conflict with other similar local or national associations. It is organized on somewhat different lines, but its object is the same—the advancement of commercial schools and teachers. Meetings will be held monthly from October to June, inclusive, on the first Saturday of each month, at 10 a.m. The sessions will last but one and a half hours, thus giving members who come from out of town opportunity for shopping and sightseeing.

The promoters of the association had in view a club with club rooms, etc., rather than an association, but a majority favored an association with very low annual dues, and this idea has been carried out. The object has been to keep expense down and to secure a large membership. Perhaps in the future a commercial teachers' club with club rooms may be the outgrowth of the association.

What Was Done at Dec. 4th Meeting.

The meeting was called to order by C. Claghorn and Chas. M. Miller was elected temporary chairman and Wm. J. Kinsley temporary secretary.

Minutes of last meeting were read and approved.

Committee on Constitution, composed of Messrs. Drake, Kinsley and Horton, made a report through Mr. Horton. The committee's report was accepted and the constitution with but one change (reducing annual dues from $2 to $1, and having but one class of members) was adopted.

The Committee on Nominations, composed of Messrs. Starkey, Claghorn, Miner, Rider and Rsa, appointed by the chair at the last meeting, reported their selection for the various offices to be the names found at the head of this article, and report was accepted. It was voted that the secretary be instructed to cast the ballot of the

association for these candidates. This was done, and the candidates were declared elected.

It was voted that hereafter meetings begin at 10 and end at 11.30 a.m. promptly.

The subject for discussion at the next meeting was chosen by vote to be: "Language in Business Schools: What It Is and What It Should Be," and Chas. M. Miller was requested to write a paper, time of delivery not to exceed twenty minutes, and A. J. Rider and Hobart Webster to lead the discussion and to be limited to ten minutes each. The subject will then be open for general discussion, and it is expected that there will be a large number to claim the floor. The question of how to teach, and how much to teach, in the line of English in our business schools is one that interests every one having anything to do with this class of schools. A lively and profitable discussion is to be expected.

This idea of one topic at each meeting, with a carefully prepared talk or paper and one or two leaders in discussion, followed by a general discussion, is to be carried out, and is one that is thought will be productive of the greatest good to the greatest number.

As the first Saturday in January is a holiday, it was voted to meet on Saturday, Jan. 8th. This meeting will be at the same place, Packard's Business College, 101 E. 23rd St., and will open promptly at 10 a.m.

New York Association Notes.

— The name of the new organization is Commercial Teachers' Association. It was not given a more definite appellation for the reason that it was not desired to convey (improperly) by the name that the membership was restricted to any locality.

— Commercial teachers in any part of America may join, and will be benefited by doing so. Nearly every one hopes to pay a visit to the metropolis, and it will enhance the pleasure of such a visit to be able to meet scores of one's fellow teachers. This association will offer this opportunity.

— Another plan under consideration that will prove of special interest to non-resident members is the publication of leading papers and discussions on them. If a sufficient number of members can be secured to make this financially possible, it will be done.

— Mr. Packard has very kindly offered the free use of the Packard College rooms, and for the present the meetings will be held there. The association desires to thank Mr. Packard for his generosity.

— It is hoped that the lady teachers will join in large numbers. They will be accorded the same privileges as the men.

— Whether formally received as members or not, commercial teachers will be welcome at the meetings.

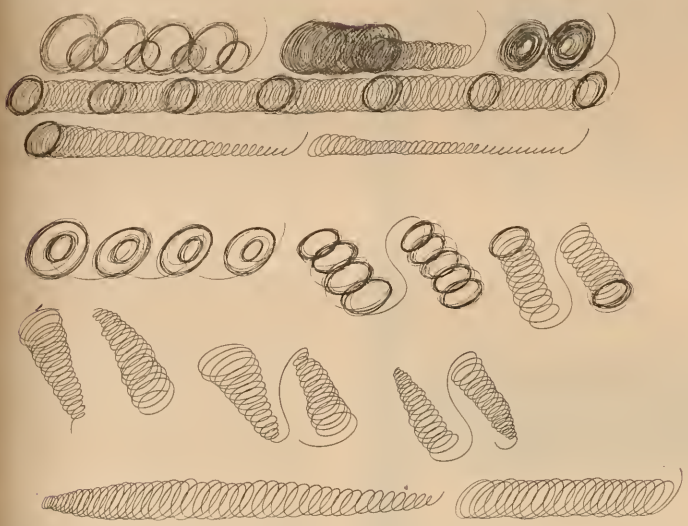
— Books and periodicals for the association library should be addressed: "Librarian, Commercial Teachers' Association, 101 E. 23rd St., New York." The association will welcome any publications in its line, and will keep them on file for the use of members.

— Don't wait for special invitations to attend these meetings. Set apart the first Saturday morning of every month and come prepared to take part in the discussions.

— The topic for discussion at the next meeting, on Jan. 8th, is "Language." Boil down your ideas on this subject and come prepared to give the association the benefit of them.

Charter Members.

W. J. Amos, Merrill Coll., Stamford, Conn.
F. L. Bickmore, Rider Bus. Coll., Trenton, N. J.
E. M. Barber, Packard's Coll., New York.
G W. Bird, N. Y. Bus. Inst., New York.
H. O. Bernhardt, Boys' High School, Brooklyn.
C. D. Clarkson, New Jersey Bus. Coll., Newark, N. J.
M. P. Conner, B. & S. Bus. Coll., Brooklyn.
F. F. Clute, Packard's Coll., New York.
C. Claghorn, B. & S. Bus. Coll., Brooklyn.
W. E. Drake, Drake's Bus Coll., Jersey City, N. J.
W. E. Doggett, Boys' High School, Brooklyn.
E. E. Ferris, Eagan's School of Bus., Hoboken, N. J.
Wm. C. Gorman, High School, Montclair, N. J.
Morgan J. Goldsmith, Boys' High School, Brooklyn.
P. B. Gibson, Boys' High School, Brooklyn.
A. S. Heaney, Packard's Coll., New York.
N. P. Heffley, Heffley School of Com., Brooklyn.
C. Hollinger, Drake's Bus. Coll., Jersey City, N. J.
Byron Horton, Packard's Bus. Coll., New York.
Howard Keeler, Boys' High School, Brooklyn.
R. A. Kells, New York Bus. Inst., New York.
Wm. J. Kinsley, 202 Broadway, New York.
R. L. Long, Packard's Coll., New York.
M. L. Miner, Heffley School of Com., Brooklyn.
C. M. Miller, Packard's Coll., New York.
F. B. Moore, Rider Bus. Coll., Trenton, N. J.
J. D. Odell, Packard's Bus. Coll., New York.
S. S. Packard, Packard's Bus. Coll., New York.
A. A. Phelps, Plainfield Bus. Coll., Plainfield, N. J.
A. J. Rider, Rider Bus. Coll., Trenton, N. J.
W. C. Ramsdell, Ramsdell School of Bus., Middletown, N. Y.
N. H. Roberts, Plainfield Bus. Coll., Plainfield, N. J.
James Rea, Packard's Bus. Coll., New York.
P. H. Read, New York Bus. Inst., New York.
W. L. Starkey, Erasmus High School, Brooklyn.
C. F. Sherman, Mt. Vernon Bus. Coll., Mt. Vernon, N. Y.
L. M. Thornburgh, High School, Paterson, N. J.
L. L. Tucker, New Jersey Bus. Coll., Newark, N. J.
J. M. Vincent, Packard's Bus. Coll., New York.
W. H Vernon, Centenary Coll. Inst., Hackettstown, N. J.
Hobart Webster, High School, Elizabeth, N. J.
J. W Wilson, New Brunswick Bus. Coll., New Brunswick, N. J.



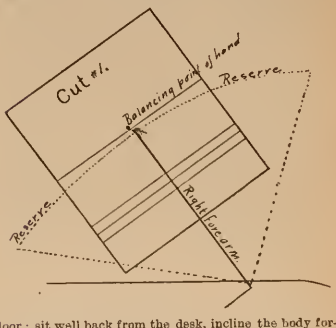
BY SAM EVANS, ILLUSTRATING HIS ACCOMPANYING ARTICLE.

Position and Freedom of Motion.

BY SAM EVANS.

Being an advocate of freedom in penmanship, I contribute this short article regarding position and motion hoping that it may help some pen-worker out of a difficulty into which so many are likely to fall.

It is an evident fact that an easy style of writing cannot be produced with a cramped movement, and a cramped movement is the result of a cramped position. This subject cannot be too well studied or practiced, for easier the position easier will be the movement. Every time you sit down to write see that you have an easy position. Your feet should be in front and flat on the



floor; sit well back from the desk, incline the body forward, bending at the hips and not at the shoulders; take a front or a slightly left side position, resting both arms on the desk and supporting the body with the left and not with the right. Bear no weight whatever on the right arm.

Did you ever notice a machinist set up an engine? See how particular he is to adjust every part before setting it in motion.

The practice of penmanship is, to a certain degree, mechanical, and skill is acquired by the repetition of a series of exercises. Take the savage who knows nothing of books or theory. By his self-teaching he assumes a natural posture before hurling his tomahawk, knowing full well that an easy position is necessary to produce the desired result.

How to Obtain a Natural Position of the Hand.

Sit at the desk as directed above, place the right arm on the desk, with the elbow well out from the side, with the right hand resting in front of the eyes, without any strain on any muscle of the hand or arm. Now let the palm of the hand fall flat on the desk, raise the hand so as to let the wrist move clear of the paper and resting it on the third and fourth fingers.

I have no iron-clad rest for the student to use, for different people have different shaped hands and length of fingers.

Some will slide the hand on the nail of the little finger, while others will rest on the side. My rest is on the first joint.

Do not turn the wrist on the side or keep it flat; both are unnatural positions. Do not rest the side of the hand or wrist on the paper, for the more friction you have to overcome the heavier will be your motion.

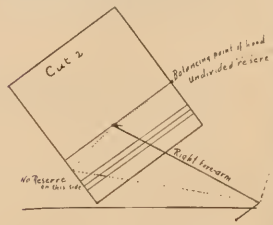
I have attempted to illustrate by giving cuts to show my way and reason for teaching the position that I claim to be the best for rapid business writing.

By placing the right forearm at right angles to the line on which you write, the center of motion and natural balancing point of the hand is in the center of the paper, as shown in cut one.

By swinging the hand right and left you can obtain a motion with perfect ease three times as great as is required in writing across the page. With this reserve power it is like running a ten-horse-power machine with a thirty-horse-power engine. One can write across the page and no part of the line of writing will appear cramped.

In cut two is shown what some teachers call the true writing position. In this cut will be seen that no reserve power can be had to the left of the paper; consequently the writing at the beginning of the line will not have the freedom that it will have as the hand nears the right edge of the paper. The right edge in this cut is the balancing point of the hand.

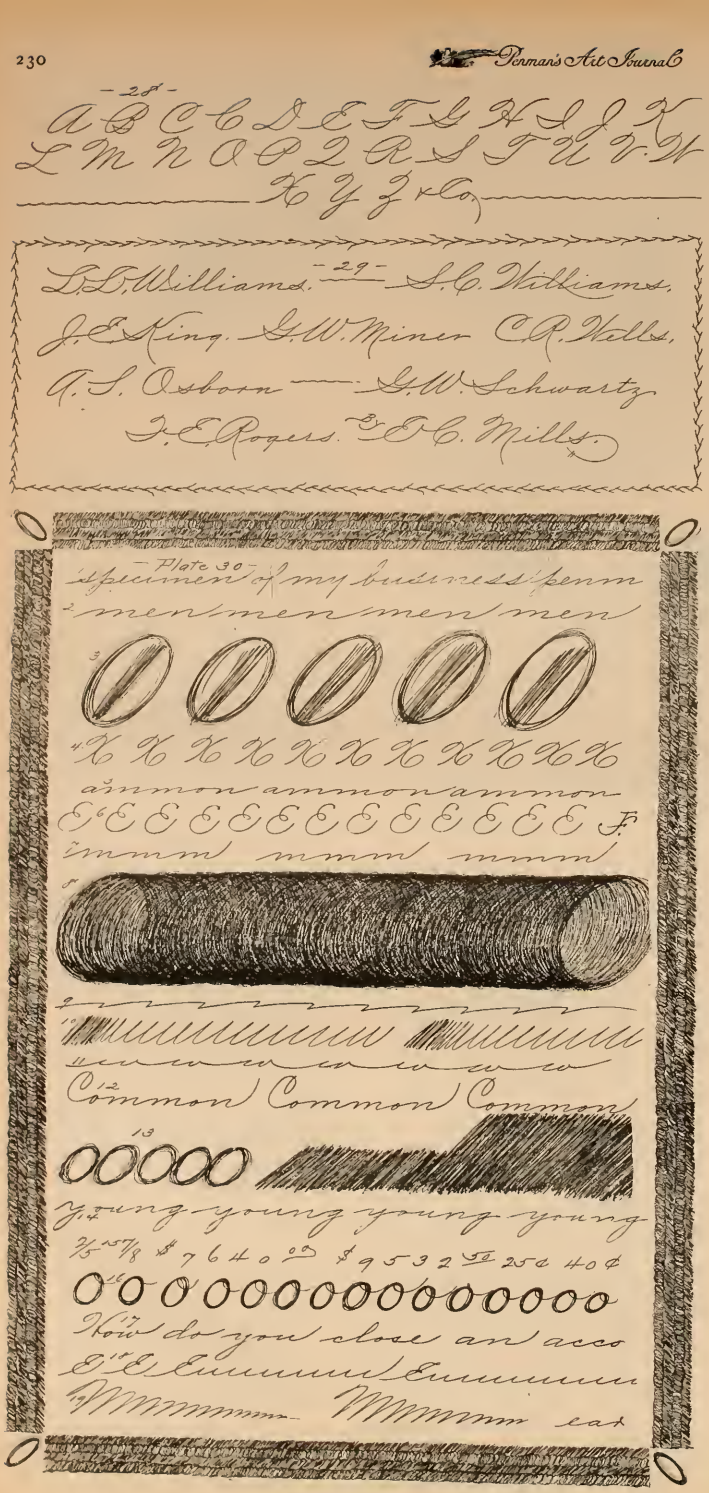
There is great reserve force on the right, but none



on the left. By taking the position shown in cut one you have the reserve power equally divided.

This will give great freedom and will enable one to write for hours without fatigue.

If this article will help one student to secure that freedom so desirable in business writing I shall be abundantly rewarded.



ILLUSTRATIONS FOR MR. MILLS' CONCLUDING LESSON HEREWITH.

Lessons in Rapid Business Writing.

BY

E. C. Mills

ROCHESTER, N. Y.

No. 11.—Conclusion.

The Capitals.

Plate 28.—If the instruction in the previous lessons have been faithfully followed the student should be able to write a complete set of capitals with ease. The forms are practically the same as have been adhered to throughout the entire series of lessons.

Signatures.

On plate 29 are given a number of names which will furnish a variety of practice on signature work and combinations. Almost any initials may be combined, but it is not always advisable to do so. The idea in joining the capitals is to gain speed, but some letters are so constructed that they may be written easier, faster, and will present a much better appearance where they are made separately.

Examine each signature with care, then use a strong, confident movement in making them.

Students' Specimens.

Plate 30.—We have had a desire for some time to present specimens from home students throughout the country, and we trust the work done by these young people will encourage others to practice systematically from lessons and copies given in THE JOURNAL. We have many more fine specimens, but owing to the pale ink used it is impossible to reproduce them.

The following is a list of those who wrote the different lines:

1.—Paul F. Hendricks, Barry, Ill. 2.—C. M. O'Brien, Buffalo, N. Y. 3.—J. E. O'Brien, Boston, Mass. 4.—L. McReynolds, Salem, Va. 5.—Wm. Spiess, 13 Aberdeen St., Chicago, Ill. 6.—F. J. Sargent, Richford, Vt. 7.—J. T. Holdsworth, Asbury Park, N. J. 8 and 16.—G. A. Sargent, Kimball, O. 9.—Jos. Howarth, Lawrence, Mass. 10.—Lillian Heins, Sacramento, Cal. 11.—H. W. Kenworthy, Concord, N. H. 12.—E. H. Craver, Ebensburg, Pa. 13.—Jessie M. Vail, Deposit, N. Y. 14.—Harry V. King, Succasunna, N. J. 15.—E. Lyn Woodin, Salem, Ore. 17.—N. V. Murray, Portland, Ore. 18.—R. M. Roudabush, Annex, Va. 19.—Jno. C. Topper, E. Plymouth, O. Border, by Fred. M. Robinson, Rochester, N. Y.

These specimens were not prepared for THE JOURNAL, but were clipped from every day practice work.

In Conclusion.

In drawing this series of lessons to a close we wish to heartily thank THE JOURNAL readers for the excellent work done during the past year. Comparing the last work received with that of the first work sent, we feel that our work has not been spent in vain. We hope those who have practiced from our series of lessons will continue to improve themselves in this branch, and do even better work by practicing from the excellent copies Mr. Kelchner will give during the coming year.

E. C. MILLS.

CRITICISMS.

J. A. A., Richmond, Va.—My time is so completely occupied that I am unable to send specimens, fresh from the pen, for your scrap book

J. S. B., New York.—Yes, in changing the manner of writing the work will deteriorate for a while, but you are gaining in movement and light lines and have every cause to be encouraged. Practice making light down strokes in the compact exercises.

J. L. G., Carbondale, Pa.—Endeavor to get letters on same slant, especially capital "*I*." You are gaining. Better work up the lessons you missed.

No. 58.—Try to make each part of the "*m*" and "*n*" same height. Your movement is very easy and the specimens sent are fine.

P. H. H., Barry, Ill.—Spend more time practicing on "*P*," "*B*" and "*R*." Last part of these letters made too wide. Study them carefully.

Napoleon.—I am very cautious about advising a young man to follow penmanship as a profession. There are other lines of work that offer much better inducements, both educationally and financially. However, if you have a great love for the work and like teaching you could probably command a very good salary as a teacher of penmanship or as an engrossing artist. Consult a good phrenologist and ascertain what line of work you are especially fitted for.

W. H. R., Auburn, Pa.—Get small letters down much smaller. You are gaining in movement, but need to improve in form. Work for light down lines.

J. H., Lawrence, Mass.—More practice on loops and make them with a free movement. All your practice work sent is very systematic.

H. V. K., Succasunna, N. J.—You, as well as many others, have made a great change for the better in writing. Lassure you your efforts are appreciated.

Wm. S., Chicago.—Make capitals a trifle smaller. Splendid application of movement. You are thoroughly in earnest.

W. T. M., Brooklyn.—The forty-eight pages of work sent show good, honest practice. No bad tendencies. Work up remainder of lessons.

"Determined."—The page of small compact work sent means hard labor; it also means a much better control over movement. I am more than ever convinced that young people can learn to write a very acceptable style at home if they are only determined.

L. McR., Salem, Va.—Try for light down lines in all your business writing. Make "*W*" in August lesson round at base

#9 Written with muscular movement, at a fair rate of speed.

#10 F. W. Tamblyn
St Louis, Mo.
Dear Sir:—
Herewith 1.00 for which please send me the following per mail.

#11 Specimen of my business penmanship
Idleness is the sepulchre of living man.
Sorrow is the great revealer of human hearts.
Common sense is the gift of heaven.
A good character shines by its own light.

#12 I submit herewith a specimen of my rapid business penmanship, trusting it will meet with the approval of at least a few of the Journal readers, and be in a measure beneficial to them.

ILLUSTRATIONS FOR MR. TAMBLYN'S WRITING LESSON HEREWITH.

line. Review "Q" and "Z" and write them with a free movement.

J. A. D., Greeneville, Conn.—You have done much toward reducing your writing to the proper size. Make one space letters somewhat smaller yet and apply the movement. Make loops much shorter.

These are the last criticisms that will be given in connection with this series of lessons, but we would be glad to have those submit specimens who wish to enter the competition for the prize certificates. All such specimens should reach us not later than January 15, 1898. Send a liberal batch of work to select best specimens from. E. C. MILLS.

A Short Course of Instruction in Business Writing for Advanced Students.

BY F. W. TAMBLYN, KANSAS CITY, MO.

[NOTE.—This is a short course of instruction in business writing, aimed at advanced pupils. Those who have followed Mr. Mills' admirable lessons, and, indeed, all business writing students who have passed the primary stages, will find this a supplementary course of great help.

No. 4.—Conclusion.

Arrangement.

The subject here chosen is not so essential a requisite to business writing as the subjects of our former lessons, but if *beauty* as well as *legibility* is desired, Arrangement must be considered.

As proper arrangement of the individual flowers adds to the beauty of a bouquet; of colors to a painting; of lines to a drawing; of trees and shrubs to a yard; of furniture and pictures to a room; so the proper arrangement of parts adds beauty to writing. In my former lessons only the mechanical side of the subject was really brought out, but in this the artistic phase is revealed. If the eye has not by nature been endowed with this taste for artistic arrangement, it must be cultivated, else the ability to execute a page of writing that looks pretty will ever be wanting.

In some we see faculties for neatness, for taste, for art, etc., while yet in their infancy; others in maturity seem utterly unable to put a half dozen lines together in a way to produce beauty, even if they manage to keep them from looking slovenly. While it is true that an artistic eye is an inheritance of birth, the faculty can be acquired with practice and study.

Illustrations Nos. 9 and 10 are chipped from the writing of correspondents. Both specimens are good writing and embody much taste as to arrangement, but I think every one will readily detect errors in their arrangement. In No. 9 the lines are thrown together recklessly. They present a mixed appearance. Then the words are too far apart. In No. 10 the principal error is in the spacing of words. All are too far apart, and even at that they are irregular, some being spaced wider than others.

For illustration of word spacing, refer to first line of illustration No. 11. Notice from the dotted lines that words begin at the base of a perpendicular line drawn from the ending of the former word. Keep this rule in mind and follow it approximately. Practice the other copies on No. 11, or any copy lines you may prefer. Those following these lessons should now be sufficiently advanced for sentence and page writing practice. Remember, we may be able to write words elegantly, but to put up a neat page of body writing or a nice letter is beyond the ability of many a professional penman. And let me say this class of work is really the test of a penman.

No. 12 illustrates a bolder and more rapid style of my business writing. The accurate style does very well to develop Form and Control, but when it comes to actual, practical, downright business writing, we all drift into some peculiarity more rapid and that seems to fit us better. I have lived to see many a student who left me with a good handwriting change that style after going into an office. Some change to one style and others to another; each one developing a style according to surroundings and requirements of the particular office in which they may be. However, the foundation, Movement, Ease, Control, Uniformity, Arrangement, all were learned in school, hence the change of style was an easy thing to do and the new style was good writing. Without this foundation a change while on regular duty in an office would have been almost impossible, and had one been made a scribbling hand would have been the result. Therefore master the elements of these lessons, Ease, Control, Speed, Uniformity, and Arrangement, and you will be better prepared to meet the requirements of any circumstances with which you may be surrounded in this respect.

Cunning of the Left Hand.

Ambidextrous men and women, or those who can use either right or left hands with equal facility, are not nearly so frequently met with as might at first be supposed—in fact, they are quite rare. This double faculty is, however, much more frequently met with among butchers and sailors than in any other walks of life. Left-handed butchers are numerous, as a walk through any of our large market houses will quickly demonstrate, and it is a very interesting study to watch one of them who will cut, chop, saw and handle his meat without once changing it from one side to the other on the block or changing his own position.

In view of the many advantages derived from the ability to use both hands equally well, many people have often expressed surprise at the action of education authorities in insisting on the use of only the right hand instead of trying to develop an equal skill in the other. They all stick to the right-handed idea, however, and an old resident of Frankfort, noted for his ambidextrousness, is still mourning the loss of a prize at school through the use of his left hand in writing, although he was equally skillful as a penman with his right.—*Boston Gazette.*

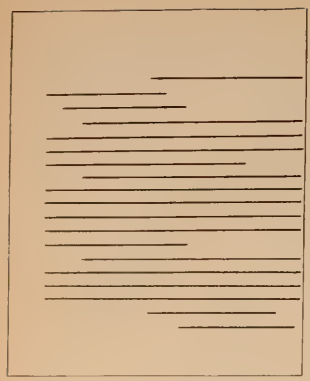
It Sets a New Pace.

It is my judgment that the new feature, announced in the Nov. issue of the Journal, is more practical than anything ever before undertaken by a penman's paper.

The student certainly should get his instruction from the school that gets his money, but a large number of copies, in permanent form, is not so very easily furnished, therefore desirable.

J. M. Wade.

Lebanon, Pa., Nov., '97.



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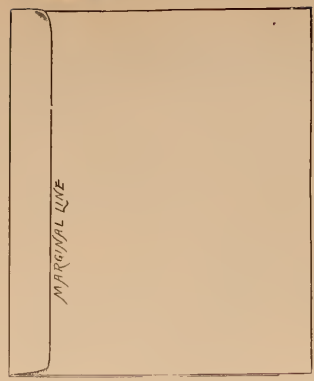

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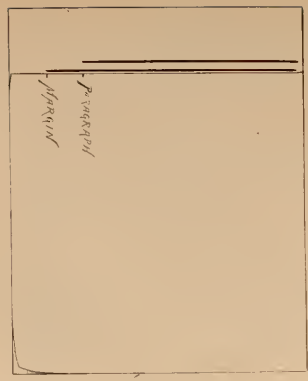

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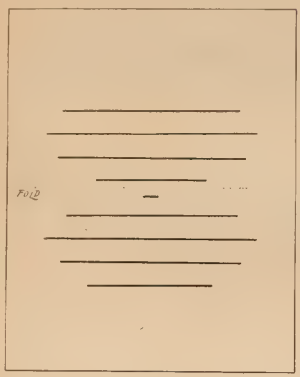

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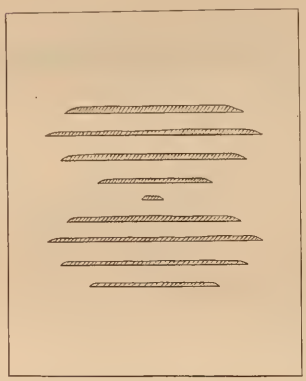


No. 5.

ILLUSTRATIONS FOR MR. LAMPMAN'S PAPER HEREWITH.

Page Writing.

BY J. W. LAMPMAN, OMAHA, NEB., COM'L COLL.

One of the most difficult feats in penmanship is to write a good page of body writing. It is the purpose of this article to call attention to a few points not usually emphasized, but which are of great importance.

Suppose a servant go into a luxuriously furnished apartment, take down a few of the pictures and strew them around on the floor, tilt the others until none of them hang straight, take the curtains from the windows, disarrange every article of furniture, take up the carpet and pile it in one corner. You will readily agree that, although the room still contains all this fine furniture, yet it is anything but presentable. On the other hand, a few simple and inexpensive articles deftly arranged by the housewife will make a room cosy and pleasant. So the appearance of a page of writing depends upon two things: First, the formation and uniformity of the letters; second, the arrangement of the work on the page. And, in the light of the foregoing illustration, who shall say that the second is the less important? A written letter, for instance, if well arranged will present a good appearance even though the writing be poor.

Penmen have discussed the letters for years. Let us now turn our attention to the other side of the question. In the first place, there must be an absolutely even margin on the left side of the page. (See Fig. 1.) A page the size of ordinary foolscap should have a margin of about one inch; a smaller page in proportion. Margins are more frequently made too narrow than too wide. In order to get your writing perfectly even at the left of the page, do not rule or scratch a line to guide you, as it cannot be erased without marring the paper. We will suggest a few ways in which the desired result can be obtained without leaving any evidence of the guide's having been used.

Rule a heavy marginal line on an extra sheet, and this, placed beneath the sheet upon which you wish to write, will probably show through sufficiently to enable you to follow it.

Another way that seems to be a favorite among students is to fold a sheet from the left just the width of the margin, then place the sheet upon which you wish to write in this fold so that the edge fits up squarely into the fold. The edge of the folded sheet will indicate the proper place to begin your writing. (See Fig. 2.)

The following method is our choice: Take an extra sheet or blotter and make a mark at the very top just as far from the left edge as you wish the margin to be wide. Place this sheet upon the one on which you wish to write, taking care to have the left edges even, placing the top edge just below the line of writing. Begin your writing directly over this mark. For succeeding lines simply slip the sheet down each time, and with moderate care you can make the margin practically even. Additional marks may be made on the extra sheet to show where paragraphs should begin. In this way tabulated work can be arranged with all the precision of a typewritten page. In addition to serving as a guide, this extra sheet of paper will keep your dirty hands (everybody's hands are always dirty) off your page and therefore keep it clean. (See Fig. 3.)

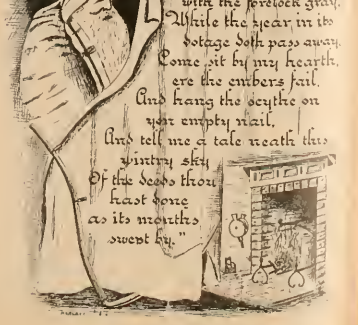
Some forms are very difficult to write; for instance, wedding invitations. The lines on pages of this kind should exactly balance—*i.e.*, the space at the right and left of a line should be equal. Inasmuch as the lines are of different lengths and the paper upon which the writing is done is usually unruled, the arrangement is quite difficult. It may be managed as follows: Take a sheet just the size of the page and rule very heavy ink lines showing just where the writing should be. (See Fig. 4.) Place this under the page and if your paper is not too thick you will be able to follow these lines. In case it is too thick, the only thing to be done is to take a piece of cardboard in which cut slots, as many and as long as the various lines to be written. Over the back of this paste a piece of thin, tough paper. When dry black the back of the paper with a piece of artist's charcoal. Place cardboard thus prepared with the black side down on your page; then with a smooth point trace along the straight side of the different slots in your cardboard. This will leave a distinct line upon which you can write, and when you are through and your writing is dry these charcoal lines can be brushed off with a handkerchief. They must be ruled lightly or else it will be difficult to remove them. Do not use any rubber, simply brush them off. The same device can be used to arrange work on cards. (See Fig 5.)

In regard to the penmanship, we wish to say that the slant is not particularly important so long as uniformity is observed. Capital and loop letters should not occupy more than three-fourths of the space between the lines. Practice copying pages from books, being very particular to make no mistakes. Avoid entangling flourishes. Leave out meaningless lines. Without practice it is almost impossible to write a page without leaving out or inserting words unintentionally. Careful practice makes perfect.

Corrected.

Scholar reads: "The lion leaps upon his victim unawares."

Second Boy in the Class: "Teacher, he didn't read that right. He orter said, 'The lion leaps upon his victim's underwear.'"



BY E. C. MARLATT, JOURNAL OFFICE.

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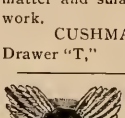

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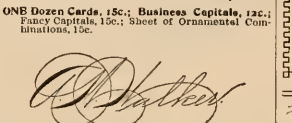

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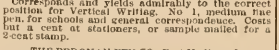

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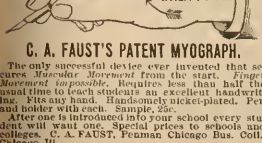

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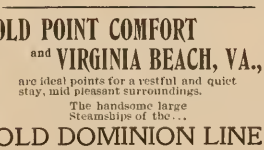

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